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CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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CONTENTS

	PAGE
Editorial Comment and News Notes	1
Reactions of Children of Different Age Levels to War and Their Implications for Teachers	Pauline Jeidy 12
The Place of Music in Postwar Elementary Education .	Walter H. Rubsamen 22
Home Front Educational Opportunities for the Elementary School	Walter W. Isle 28
Art Education for the Postwar World	George J. Cox 36
Correspondence with British Children	Helen Heffernan 46
Trends in the Social Studies-Science Program in the Kindergarten and Primary Grades	Helen Sue Read 55

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EDITORIAL COMMENT AND NEWS NOTES

ADOPTION OF LANGUAGE TEXTBOOKS

The following textbooks in language were adopted by the California State Board of Education at its meeting in Los Angeles on July 9 and 10, 1943, for use in grades 4 to 8 for a period of not less than six years nor more than eight years beginning not sooner than July 1, 1944:

Building Better English by Harry A. Greene, Maude McBroom, Ruth Moscrip, and Norma Gillett. Evanston, Illinois: Row, Peterson & Co., 1941.

Day by Day, Grade 4

In School and Out, Grade 5

For Every Need, Grade 6

Junior Units in English by Harry G. Paul, Isabel Kincheloe, and J. W. Ramsey. Chicago: Lyons and Carnahan, 1940.

Book I, Grade 7

Book II, Grade 8

The resolution of adoption incorporated the statement that "the foregoing textbooks are the only textbooks in language deemed by this Board to be adopted for use in the public elementary schools of the state for the aforesaid period and that all previous action of this Board inconsistent with this present resolution be hereby rescinded."

PUBLICATIONS OF THE EDUCATIONAL POLICIES COMMISSION

The elements of an all-out program for victory are proposed for the public schools in the pamphlet, *What the Schools Should Teach in Wartime*, prepared by the Educational Policies Commission. A second pamphlet, *Education and the People's Peace*,

issued in July of this year by the Commission suggests an international agency for education as the foundation for a lasting peace.

The pamphlet on what the schools should teach points out that with some exceptions the secondary school must be primarily a school for war and the elementary school should remain largely a school for peace. Certainly the secondary school should save some margin of time for the problems of peace and the elementary school cannot ignore the war, but assuming that the war will last about four more years and that there will be conscription at eighteen, every young person must be regarded as a reservist in preparation for the armed forces or for the war industries.

The Educational Policies Commission believes that no able-bodied boy should be graduated from high school in wartime without specific preinduction training; that the entire high school population should receive occupational guidance and training culminating either in employment or in specific plans for further useful education. Such objectives will require an expansion of existing school facilities and personnel for guidance and counseling.

The building of security and justice in the world will require a public opinion in the United States that will demand strong national leadership to prevent a retreat to isolation such as occurred after the armistice of 1918. The writers of this pamphlet believe it is entirely possible that our next chance to build a peaceful world civilization will also be our last. Teachers should attempt to foster in their students a strong feeling of continuing responsibility for world organization and order.

These pamphlets may be secured from the National Education Association, 1201 Sixteenth Street, NW, Washington, D. C. The pamphlet, *Education and the People's Peace*, has been made available in a special edition for distribution to teachers of the United States through the NEA War and Peace Fund. The other pamphlet sells for ten cents a copy.

EDUCATION AND NATIONAL DEFENSE PAMPHLET OF INTEREST TO ELEMENTARY SCHOOLS

A recent publication in the United States Office of Education series, Education and National Defense, is of interest to teachers in the elementary schools. *What Democracy Means in the Elementary School*, Pamphlet No. 6 in the series, prepared by Helen K. Mackintosh, Senior Specialist in Elementary Education, United States Office of Education, discusses the contribution which education can make to national defense and to the prosecution of the war. The school newspaper offers opportunity for practice in democratic procedures; plans for controlling the use of bicycles, abolishment of Halloween rowdyism, the cultivation of Victory gardens, the study of food waste, the work of the safety patrol, all make children participating citizens in a program which vitally affects their living in a community.

The pamphlet outlines situations which constitute the raw materials out of which democracy is made, the problems with which teachers work out the principles of democratic living.

Copies of this pamphlet may be secured from the Superintendent of Documents, Washington, D. C., for 15 cents.

NEW PUBLICATIONS IN SCHOOL CHILDREN AND THE WAR SERIES

Three new publications have been prepared by the United States Office of Education in the School Children and the War Series issued to supply information on wartime problems affecting school children. The seven leaflets in the series are now available from the Superintendent of Documents, Washington, D. C.

The latest pamphlets in the series to be made available are the following:

Leaflet No. 5. *Training High School Students for Wartime Services to Children*. Price 10 cents.

Leaflet No. 6. *Meeting Children's Emotional Disorders at School*. Price 5 cents.

Leaflet No. 7. Recreation and Other Activities in the All-Day School Program. Price 10 cents.

The fifth leaflet in the series dealing with the activities of the high school pupils in wartime services to children is designed for teachers and administrators. Part I deals with the organization of the project for the training of the pupils and Part II describes the organization and administration of a hypothetical project.

The sixth leaflet advises teachers on how to meet the variety of problems that result from wartime tensions and family dislocations.

The seventh leaflet makes suggestions applicable to extended school services for children of working mothers and also to any school situation in which the activity program is made the basis for guiding the children's growth and development. The leaflet suggests plans for a program, outlines its relation to the regular school program, and includes several lists of references.

PUBLICATION ON HYGIENE OF REPRODUCTION

Teachers and parents should find *Your Own Story* by Marion L. Faegre, Assistant Professor of Parent Education, Institute of Child Welfare, University of Minnesota, and Special Consultant to the Minnesota Department of Health, helpful in dealing with children. The book, published by the Minnesota Department of Health, Minneapolis, is a series of lessons designed to give parents and children information on the hygiene of human reproduction and show the influence of the bisexual structures and functions of mankind upon personal, family, and social soundness of character and happiness. The author believes that many persons live wholesome and happy lives because of the frankness with which parents answered their questions. The answers to a child's first questions need not be elaborate and detailed, but should be truthful. This book attempts to provide answers to some of the questions of young children.

BIBLIOGRAPHY IN ELEMENTARY EDUCATION

The 1943 edition of the "Selected and Annotated Bibliography in Elementary Education" is ready for distribution. The bibliography lists recent publications in the fields of administration, arts and crafts, child development, curriculum and teaching, democracy and education, dramatics, evaluation, health, safety, and physical education, language arts, mental health, music, parent education and school-community relations, philosophy of education, reading and literature, science, and others.

It is issued in mimeographed form. Copies may be secured from the Division of Elementary Education, California State Department of Education, Sacramento.

FREE LOAN PACKETS FROM THE UNITED STATES OFFICE OF EDUCATION

A Catalog of Free Loan Packets has been prepared by the United States Office of Education. The list of materials contributed by school systems, Federal agencies, educational organizations, United States information offices, and publishers, are intended as aids to curriculum planning and group discussion. The list follows:

(Note: In the order number "E" refers to elementary level, "ES" to elementary-secondary, "S" to secondary, "H" to higher education, "A" to adult, and "G" to general material.)

I. THE ROLE OF SCHOOLS IN WARTIME

Elementary Schools in Wartime	I-E-1
Public Schools in Wartime	I-ES-1
Secondary Schools in Wartime	I-S-1
Higher Education in Wartime	I-H-1

II. UNDERSTANDING AND PRACTICING DEMOCRACY

Democracy in Elementary Schools	II-E-1
Good Citizenship in Elementary Schools (Photographs)	No. 151
Democracy in Public Schools	II-ES-1
Patriotic Materials	II-ES-2
Democracy in Secondary Schools	II-S-1

Adult Citizenship Education (New Voter Programs)	II-A-1
Forums and Discussion Groups	II-A-2
III. SCHOOL-COMMUNITY CO-OPERATION	
Co-operating to Improve School and Community	III-E-1
Teacher, School, and Community	III-ES-1
Participation of Youth in Community Life	III-ES-2
Programs of Community Cooperation	III-G-1
IV. CONSERVATION OF THE NATION'S RESOURCES	
Elementary Conservation Education	IV-E-1
Soil Conservation	IV-ES-1
Forest Conservation	IV-ES-2
Conservation Programs	IV-G-1
A Study in Conservation (Grades 1-6, Minneapolis)	No. 319
How Man Satisfies His Need for Food (Grades 1-8, California)	No. 320
To Hold This Soil (U. S. Department of Agriculture)	No. 339
Save the Soil to Feed America (Photographs, Tennessee)	No. 350
V. HEALTH PROBLEMS AND PROGRAMS	
The School's Contribution	V-ES-1A
The School's Contribution	V-ES-1B
The Problem	V-G-1
Malaria	V-G-2
Organization for Community Action	V-A-1
VII. GUIDANCE AND COUNSELING	
Choosing a Career	VII-G-1
Military Careers	VII-G-2
VIII. LIBRARIES IN WARTIME	
IX. INTER-AMERICAN FRIENDSHIP AND UNDERSTANDING	
Instructional Materials for Use in Developing Units of Study	IX-ES-1
Instructional Materials for Use in Developing Units of Study	IX-ES-2
Reading Materials for Classroom Use	IX-ES-3

Reading Materials for Classroom Use	IX-ES-4
The Study of Spanish: Beginning Classes	IX-G-1
The Study of Spanish: Intermediate Classes	IX-G-2
Plays, Pageants, and Programs	IX-G-3
Music of the Other Americas	IX-G-4
Art of the Other Americas	IX-G-5
Art and Sculpture of the Western Hemisphere	IX-G-6
The Development of Pan Americanism	IX-G-7
The Americas and the War	IX-G-8
Current Problems	IX-H-1
Current Problems	IX-H-2
XI. NURSING AS A CAREER	XI-G-1
XII. NEGROES AND THE WAR EFFORT	XII-G-1
XIII. INTERCULTURAL EDUCATION	XIII-G-1
El Cerrito (Photographs, New Mexico)	No. 1308
XV. CHILDREN IN WARTIME	
Wartime Care of Children	XV-E-1A
Wartime Care of Children	XV-E-1B
Extended School Services	XV-E-2
XVI. NUTRITION	
Nutrition Education in the Schools	XVI-ES-1
Better Nutrition, a National Goal	XVI-G-1
Eat the Right Foods	XVI-G-2
The School Lunch Program	XVI-G-3
XVII. CONSUMERS IN WARTIME	
Consumer Education in the Schools	XVII-ES-1
Consumers in a War Economy	XVII-G-1
Consumer Services of Government Agencies	XVII-G-2
The Consumer Goes to Market	XVII-G-3
Adult Consumer Education	XVII-A-1
XVIII. VICTORY GARDENS	
School Garden Programs	XVIII-ES-1

Victory Garden Campaign	XVIII-G-1
How to Grow and Preserve Home Garden Products	XVIII-G-2

XIX. POSTWAR PLANNING

Postwar Planning	XIX-G-1A
Postwar Planning	XIX-G-1B

XX. AVIATION EDUCATION

(Note: JSA refers to junior and senior high school and adult levels)

XXI. THE FAR EAST

China: Units of Study and Pictures	XXI-ES-1
China: Study Materials	XXI-JSA-2
The Philippines	XXI-JSA-3
India	XXI-JSA-4
The Netherlands East Indies	XXI-JSA-5
Australia and New Zealand	XXI-JSA-6
Far Eastern Countries (General)	XXI-G-1
Japan	XXI-G-2

XXII. CANADA

Teaching Materials	XXII-ES-1
Study Materials	XXII-G-1

XXIII. THE UNITED NATIONS

Study Materials	XXIII-G-1
Plans and Programs	XXIII-A-1

HANDBOOK ON SCHOOL TRANSPORTATION

A handbook on *School Transportation in Wartime*, has been prepared and approved by the National Council of Chief State School Officers. The handbook was developed at work-conferences held at Yale University and Washington, D. C., and published by the Traffic Engineering and Safety Department of the American Automobile Association, Washington. The material was prepared through the co-operative efforts of representatives of numerous organizations and agencies from many fields in addition to education.

The handbook states that school transportation has become essential to an adequate educational program for nearly one-sixth of the children who are attending public schools in the United States. In view of this fact the authors propose policies and procedures for the conservational use and procurement of busses for school transportation during these times of shortage of critical material which require complete utilization of facilities and equipment. Many adjustments are suggested for the school transportation system. Road tests for school bus drivers, forms, suggested reports, and charts are included. School authorities who are charged with the responsibility of transporting school children will find this material most helpful.

Copies of this publication may be secured for 50 cents from the National Safety Council, 20 North Wacker Drive, Chicago.

PAMPHLETS IN SCHOOL BROADCAST STUDY

Two mimeographed bulletins have just been issued to conclude the series of publications which has developed from the work of the Evaluation of School Broadcasts study, carried on at Ohio State University, and sponsored by the Federal Radio Education Committee of the Federal Communications Commission.

Bulletin No. 27. "Auditory Aids and the Teaching of Science." By J. Robert Miles.¹ Price 10 cents

Bulletin No. 61. "Adolescent Personality and Radio." By Howard Rowland. Price 25 cents

The study, covering a period of five years, published more than sixty pamphlets dealing with the evaluation of school broadcasts according to plot structure and general social significance, appeal on the basis of sex, intelligence, social differences, and so on. Frequently the reports are based on responses from several hundred pupils attending different schools in one city or several hundred pupils and a number of mothers in the same city.

The reactions by selected groups to broadcasts in a great many fields have been tested, among them national morale,

teaching of English, popular songs, classroom radio utilization, America's Town Meeting of the Air, the Damrosch Music Appreciation Hour, Educational Music Broadcasts of 1941, the use of recordings in a social studies class; Teaching Radio Program Discrimination, by Irving Robbins, under the direction of the author; *Music Time: An Experimental Series of Broadcasts for Children in the Primary Grades*, by G. D. Wilbe.

The work of evaluation has been done by I. Keith Tyler, Director, and a staff of eleven members. The series offers a comprehensive survey of value of radio in the schools.

The pamphlets may be secured from Ohio State University. Prices range from 10 to 50 cents. A list of publications is also available.

LIST OF INFORMATION RELATED TO ELEMENTARY EDUCATION

A free pamphlet, "List of Publications Related to Elementary Education," has just been issued by the United States Office of Education and will be furnished free of charge to teachers.

It contains a list of bulletins, pamphlets, leaflets, circulars, and good reference bibliographies that are considered useful to teachers. Part I of the list contains material on elementary education and the war. Part II is a list of general publications on elementary education.

REFERENCE KIT FOR TEACHERS OF PRESCHOOL CHILDREN

The Association for Childhood Education, 1201 Sixteenth Street, Washington, has prepared material on equipment and supplies for nursery schools, kindergarten, and primary school; the importance of record keeping, and suggestions concerning the content of the record; a statement of policy; and mimeographed stories, songs, rhythms, and directions for games. This kit may be secured for \$3.00.

Other sources of publications on child welfare are the Children's Bureau, U. S. Department of Labor, Washington;

Michigan State College, Extension Division, East Lansing, Michigan; National Association for Nursery Education, 130 E. Twenty-second Street, New York City; New Jersey State College of Agriculture, New Brunswick, New Jersey; Institute of Child Welfare, University of Minnesota, Minneapolis; Iowa University, Iowa City, Iowa (Child Welfare Publications); Cornell University, Ithaca, New York (Cornell Bulletins for Homemakers). From these sources materials may be secured free or at a nominal cost.

REACTIONS OF CHILDREN OF DIFFERENT AGE LEVELS TO THE WAR AND THEIR IMPLICATIONS FOR TEACHERS¹

Mrs. PAULINE JEIDY, *General Supervisor of Schools,
Butte County*

PURPOSE OF STUDY

This study was undertaken in an attempt to answer the following questions related to school pupils' reactions to the war:

1. Do children feel hate toward our enemies?
2. Do they have confidence in our cause, our leaders, and our allies?
3. Do they understand battles and campaigns? If so, at what age do they begin to understand? Can they locate battles geographically?
4. Do they have curiosity concerning, or do they understand fighting equipment?
5. Do they understand hardships imposed on individuals by the war?

IMPORTANCE OF THE PROBLEM

Aside from the factor of interest in knowing how children at different age levels react to the war, it is possible that knowing those reactions will enable teachers to determine procedures that will help children to have sane and mentally healthy concepts of the war. And knowing those reactions should prevent teachers from trying to teach concepts and understandings which are beyond a child's comprehension. Knowing how to deal with a child in times of stress may have more than temporary value since

¹ Summary of a study done at the University of California at Los Angeles at the suggestion of Helen Heffernan, Chief of the Division of Elementary Education, California State Department of Education, and under the direction of Dr. Lloyd N. Morissett, Professor of Education.

there is probably in every school at any time some child who is affected by mental stress of some sort.

PROCEDURES

1. The behavior of children in the University Elementary School at the University of California at Los Angeles during the 1943 summer session as it was related to the war was observed and recorded by the writer. From two to three hours each day were spent in observing children throughout the school.
2. Notes taken by student teachers were scanned for war reactions of children.
3. Some valuable information was gleaned from conferences with teachers in the Elementary School. Miss Helen Sue Read, second grade teacher, was especially generous with her time.
4. The writer was allowed to look through the results of a test for war reactions which was given last year to the pupils in the fifth and sixth grades and was allowed this summer to give the same test to the seventh- and eighth-grade pupils in the Elementary School. The results of both tests were tabulated and recorded for this study.
5. Some use was made of notes taken while visiting schools in Butte County, California, during the school year of 1942 and 1943.

LIMITATIONS OF THE STUDY

This study is limited in value in the following ways:

1. Improper analysis of pupils' behavior due to being made as a result of one person's observations and one person's opinions.
2. The area for observations was limited. The reactions of city children living near a defense plant may be different from those of country children more removed from war activity.
3. Limited time for observations (five weeks) may not provide a fair sampling of situations relating to the war.

Space does not permit including the data except for purposes of illustration. However on the following pages are the answers to the above questions in the light of the data collected.

SUMMARY OF FINDINGS

1. Do children feel hate toward our enemies?

In the primary grades (kindergarten, grades one, two, and three) there were several expressions of hatred toward the enemy, but those terms were applied to present situations and did not refer to anything as remote as the enemy. In fact anything bad might be called, "Jap" or "German."

Observation made July 13 in the kindergarten:

Five boys and one girl were making airplanes. A piece fell off the girl's plane. One of the boys said to her, "Get your ol' Jap plane out of here."

Anything good is likely to be called American.

Observation made July 16 in the first-grade room:

The unit of work in the first grade was a study of Community with emphasis on Transportation. During discussion period the teacher had a model of a plane in her hand. She was guiding the children through a discussion of the parts of a plane. She explained "retractable wheels." Then she asked, "Do all planes have retractable wheels?" A child answered, "No, German planes don't. Americans' do."

There was evidence at the Palermo School, Palermo, California, that primary children do not recognize a Japanese person as an object of hate. It was soon after Pearl Harbor. One morning before school, ten or a dozen first-grade boys came running around the corner of the schoolhouse, each with an eager, intent look in his eyes and a stick in his hand. One boy said, "Oh boy! are we gonna get them Japs!" Two of the boys were Japanese.

In the intermediate grades (grades four, five, and six) the children could think of many reasons for hating the Japanese as a nation or as an army. These reasons for hating Japan are indicated in some detail to show the variety of response in the list of answers to a test question, "Which enemy do you dislike most?

Why?" The following reasons were expressed by some of the children:

- Because of Pearl Harbor
- They are uncivilized
- They torture other men
- They kill women and children
- They burned Pearl Harbor—a sneak attack
- Because they are the enemy
- They do not fight fair
- They cheat
- Because they are hard
- They are the cruelest and the most unjust

When it came to individual Japanese they had known, they liked as many as they disliked. In response to the test question, "Have you ever known a Japanese? Did you like this person? Why?" the pupils who had known a Japanese and did not like him gave no reason for not liking him, or gave the reason, "I never did like Japs." In regard to Germans the relative number of individuals liked was much higher, but the children thought of a number of reasons for disliking Germany. In response to the test question, "Which enemy do you dislike most? Why?" some of the children named Germany and gave these reasons:

- Because they rob other nations
- Because they starve and kill their conquered nations
- Because they have captured more countries and kill people for doing nothing
- Each block has a spy and children report on their own parents
- Because they started it all
- It is the source of Naziism
- Because it is vile

There was evidence that intermediate children make the same use of war vocabulary as do the primary children. That is, they apply enemy terms to anything about which they wish to express strong disapproval. At a rural school picnic in Butte County, June 12, 1943, the following incident occurred: An upper-grade boy startled a fourth-grade girl by splashing cold

water in her face. She glared at him fiercely for a moment, then burst out with, "You look just like an ol' Jap!"

The children in grades seven and eight seemed to have a better conception of those qualities of character for which people are usually hated. In describing the Japanese people as a nation they used, in test responses, such terms as "mean," "brutal," "dirty fighters," "sly," and "cowardly." The German nation, on the other hand, seemed to be hated by the children for deeds rather than for qualities of character. They said they disliked Germany because she "kills," "captures," "starves people," and "robs." When it came to individual Japanese they had known, the ones liked and the ones disliked were equal in number; but the ones disliked were disliked for a particular reason. He was "sneaky" or "he would knife you in the back." The upper-grade children liked all the individual Germans they had known and liked them for certain qualities of character. They were described as "good," "kind," "clever," and "not crabby like most Germans."

2. Do they have confidence in our leaders, our Allies, and in the cause of the United Nations?

In this study no data were collected to show that primary children had any conception of our leaders, our Allies, or our cause.

The intermediate grade children, according to test results, had perfect confidence in President Roosevelt as a war leader. In response to the test question, "Do you think President Roosevelt is a good war leader? Why, or why not?" every child answered "Yes." These reasons were given:

Because he knows what he is doing

He has done as much as he can and he is doing more

He's done O. K. so far, hasn't he?

He's been president ten years and he knows the country well

I don't know, but I think he is anyhow

Because he knows his stuff

He sees that production is stepped up

He has had training in that sort of thing

He has brains

When asked, "What country is helping us most? What makes you think so?" England and Russia tied for first place in the opinions of the intermediate children because of their destruction of Germany and the German army.

The intermediate children thought, according to test results, that we were fighting to gain, or maintain "peace," "freedom," "liberty," "democracy," and "happiness." The responses indicated that they considered the causes for our participation in the war to be worthy causes, but that the results, after the war, were to affect only us. There was no indication in the intermediate responses of a vision of a better world.

The older pupils expressed very few doubts of ultimate victory. Their confidence in President Roosevelt as a war leader was without exception. Their reasons for confidence in him were similar to those given by the intermediate graders. They thought that Russia, England, and China were of more help to us than the other allies because they were keeping the enemies engaged and away from our soil.

Upper-grade test responses indicated a broader vision of war purposes than those of the intermediate children. They said we were fighting for "equality," "humanity," and "a better world." They thought no punishment should be meted out to the people of enemy nations, because, "They are as human as we are" and "After the war it will be a free world." They placed responsibility for the war with Fascism, Naziism, and a few leaders who should be shot for the betterment of the world.

3. Do they understand battles and campaigns? If so, at what age do they begin to understand? Can they locate battles geographically?

This study furnished little opportunity for learning the answers to these questions. However there was probably enough data to verify the belief that primary children in general have no curiosity concerning or understanding of either geographical locations or military maneuvers. They use the names of places prominent in the war news, but apparently with no concern about using them authentically. A first grader stated,

July 23, that he had flown his planes to Germany and turned around and come back.

The intermediate children seem to be more interested in the machinery of war than in either places or campaigns. However they are able to use maps correctly in reporting news.

Upper-grade children seem to be intensely interested in maps and globes. They like to make them and seem to experience satisfaction with them in proportion to the detail they can show. They like to place war news accurately. The writer observed the upper-grade children at the University Elementary School during the summer session studying maps with great interest.

4. Do they have curiosity concerning, or do they understand fighting equipment?

The data collected for this study verifies the opinion that primary children have no interest in war equipment beyond the ability to classify it by its general appearance. In their war play a stick will do for a gun, a box will do for a battleship, and two sticks crossed make a satisfactory plane.

Intermediate children express great curiosity to know how war equipment works, how it forwards the war effort, and how it is made.

On July 15 the multigraded room looked at S. V. E. lantern slides showing ships at different stages of completion. One picture showed a cross section of a big freighter. A small child asked, "What are those rooms down at the bottom?" A sixth grade boy explained, "Each one of those rooms is completely shut off from the rest of the ship so that if a torpedo or a reef or anything punctures one of those rooms the ship won't sink because the water can't go beyond this room." A picture of a completed ship came on the screen and a fifth grade girl remarked, "That looks like the four million dollar ship that Los Angeles is building." A picture of the navigator's room appeared on the screen. The same sixth-grade boy mentioned above said, "On a plane a bombardier sits in a certain place so he can see what he wants to bomb. Is there anything like that on a boat?"

No opportunity came for observing upper-grade children's interests in fighting equipment.

5. Do they understand hardships imposed on individuals by the war?

Few data were gathered for this study to show that primary children have any idea of personal responsibility in the war effort. On July 20 a kindergarten girl said that soon all the men would be in the army and the girls would have to drive the milk trucks, but she was referring to play rather than to reality.

The intermediate children in test responses indicated a definite feeling of responsibility in the war effort. They were particularly concerned with buying bonds and stamps and gathering scrap.

The children in the upper grades went further than the children in the intermediate grades. In addition to gathering scrap and buying bonds and stamps they expressed a feeling of responsibility for "keeping healthy," "working," "making a garden," "conserving," and "gaining an understanding of the peoples at war."

RECOMMENDATIONS

Since the children in the Elementary School at the University of California at Los Angeles seem to be well adjusted to the war—experiencing no fear, yet feeling a personal responsibility on the part of those old enough to take responsibility, it may be well to take note of their teachers and their curriculums and try to see whether they contribute toward a rational frame of mind regarding the war.

In the primary grades the teachers are quiet, calm, and well poised. Their attitude toward the children is sympathetic, but not emotional. Their dealings with the children show justice toward all. They do not ban war talk, but enter at times into war conversations in order to clarify erroneous concepts. They do not ban war play, but when the war play seems to be on the way to causing a state of overstimulation they divert the children's attention to a less stimulating activity. When the children paint

war pictures the teachers evaluate the pictures in terms of beauty and techniques used.

Even though intermediate and upper-grade children gain morale by accumulating understanding and by feeling themselves to be a part of the war effort it is probably no less important that their teachers be calm, dependable, and understanding as are the teachers in the University Elementary School.

The units of work in the primary grades dealt with Experiences in Community, Living, Transportation, and Primitive Life.

The intermediate grades studied the peoples of South America and China, Westward Movement in the United States, and Aeronautics. The unit on Aeronautics enabled the children not only to satisfy some of their curiosity concerning the machinery of war, but also to learn how planes operate commercially. Since intermediate children seem to have capacity for hating, or at least feeling resentment toward, people they do not know or understand, the study of a foreign people seems a wise choice. Understanding of a people, according to the data collected, tends to promote a friendly feeling toward them. Since intermediate children take active part in the war effort it seems no more than fair that we let them learn the results of their efforts. In the Durham Grammar School at Durham, California, the sixth-grade children made a study of the use of money collected by the government through the sale of war bonds and stamps. After discussion they put their knowledge on paper. Following are two of their compositions:

1. I made five dollars a week from a flock of chickens to buy war bonds and stamps. I also made money running a tractor on my father's farm. I know that this money is going to buy guns and other equipment of war, so I buy to my fullest extent so our boys in the trenches can win this war quicker.

2. When you buy war bonds and stamps, have you ever stopped to think that your buying will save lives and help win the war? Just think, eleven twenty-five cent stamps will buy one steel helmet. One twenty-five cent stamp will buy one month's feed for a carrier pigeon. Two ten-cent stamps will buy gas for one self-

inflating life boat. Just think you are saving lives and making a good investment when you buy war bonds and stamps.

Notice that the weight of the information is on the side of helping our boys rather than on destruction of the enemy.

Pupils in the upper grades at the University Elementary School studied Neighbors in a Global War. They seemed to be able to understand people and to like or dislike them for certain qualities of character. They were beginning to understand abstract ideas. Democracy, humanity, and freedom meant something to them. They were interested in maps and globes. Therefore it seems expedient to include in an upper-grade curriculum a study of world trade and the interrelationships of world people.

THE PLACE OF MUSIC IN POSTWAR ELEMENTARY EDUCATION

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In considering the role which music is to play in the shaping of the American mind, one is prompted to attempt to formulate the aims and ideals of elementary education in general. They appear to be three in number, the fostering of an intelligent, unbiased patriotism, the cultivation of international understanding, and the development of each individual's intellectual faculties by broadening his general cultural horizon as much as possible. The proper utilization of music in the curriculum can be of great aid in the achievement of these purposes.

Music is a force which should be used to intensify our children's pride in their own country and its democratic traditions. The meaning of democracy, composed as it is in America of many racial stocks, each of which has contributed so distinctively to the shaping of the nation can perhaps be illustrated by music even better than by words. A combination of both will make a particularly strong impression upon our youth. Therefore we should teach children the songs of their country's growing, as well as the folk songs of various regions and economic groups, such as the Chansons of Louisiana, the ballads of English and Scottish origin which stem from the Appalachian mountains, the Negro spirituals, and the Spanish songs of the Southwest; then the tunes of the miners and lumberjacks, the sailors' chanteys and the army's marching songs. Each year several new compilations of folk songs are published—from Michigan, from "way down East" or from the California of Gold-Rush days. But they have not as yet penetrated into the broad masses of our population.

The American public, through its children, must be re-educated to an appreciation of its folklore. Our heritage of song has too long been neglected in favor of the cheap outpourings of Tin Pan Alley. Not only are there countless gems of melody and poetry hidden in the mass of folk songs which are rapidly being made available, but many aspects of geography, history and sociology also. How fascinating the study of America's landscape and story can be to children when it is learned in song! And how much more profound will be any discussion of the various economic groups and laboring professions when that most intimate expression of each, its music, is sung and understood. Perhaps the term "anthracite miner" may come to mean something tangible to children who have learned to sing songs about his life, hopes, passions and disappointments.

Best of all, the intensive cultivation of our native melodies will bind our children closer to the soil and to the ancestral homestead. Our heritage of folk song is a backlog of traditions, one of our few links with the past and the only durable basis for the development of a native American musical culture. We shall cease to be a nation of borrowers, culturally speaking, when we learn to evaluate and build upon our own folk art.

If we may call the teaching of American folk song in all its racial and lingual ramifications a long step toward a more profound belief in democracy, then a second aim, that of true internationalism, may be fostered by the cultivation of the native music of the various countries from which our citizens have come. Friendship for the peoples of all nations, whether they are now our enemies or not, is certainly one of the ideals towards which we strive, even as we exert every ounce of strength to achieve victory over the foes of internationalism and peace.

The transition from a cultivation of the songs and dances of our own mixed peoples to an appreciation of those of Europe, Asia, and Latin-America is easily effected. The child who has danced a Highland fling or has sung a song from the Russian steppes will approach the study of geography or of social condi-

tions in Europe with a keener awareness of the differences and yet essential similarity between the peoples of all lands.

We fight today under a political banner called the United Nations and profess great friendship for the peoples constituting this group, including our Latin-American neighbors, the brave Chinese and the bold Australians. Much has already been done in schools to acquaint our children with the life and customs of our Allies, but even the youngest child will find that his delight in the strangeness of another culture is tempered by sympathy and insight if he has learned to comprehend a foreign people's soul through its folk music. We should intensify our study of other nations and extend our cultural voyaging to all of this rapidly shrinking globe, not allowing ourselves to be deterred by prejudice or ignorance. The young men and women who mature in the next decades will emerge into a world in which distances have become a negligible factor, and whose remote regions are much more familiar. For example, a land such as Siberia will no longer be considered the mysterious place of exile it was during czarist days, of only the vaguest concern to Americans. It is a tremendously vital territory in process of industrialization, a neighbor of Alaska, a land in which the no longer mysterious Kirghizians, Buryat-Mongolians, Uzbeks, Kazakhs and many other tribes live and build a civilization. All these peoples have a long tradition of folk song, dance, and poetry, which is now beginning to be utilized as the basis for more complex and sophisticated arts. What better introduction to the Siberians could there be than through the medium of song, saga, and dance?

If we wish to educate our youth to international-mindedness, therefore, we should not neglect the international arts. But a word of warning must be sounded. Some of us are prone to underestimate the capacities and desire for information of even the youngest pupils, the result being a naive and superficial pedagogical method, barren of content. For example, the mere display of a few Mexican shawls with the comment, "How beautiful!" would not appear to be a sufficiently intensive study of

our neighbor to the south, even—no, *especially* in elementary school.

A third goal of elementary music education, the widening of the child's artistic horizon through the perception and understanding of more complex forms of art is not mentioned here as if it were novel, or particularly appropriate only to the postwar world. The listening to masterpieces of musical literature under intelligent and informed supervision has been a cornerstone of elementary music education for years, one which has been neglected only when the school authorities failed to provide the time and facilities for such cultural training.

The child who is granted an opportunity to hear and understand the masterpieces of orchestral, chamber, and theatrical music receives a start along the path of artistic appreciation which can only lead to an ennobling of his spirit. Even if this is only momentary, for the duration of the artistic experience, its reiteration will have a cumulative effect. The possibility that various types of music have either a beneficial or degrading influence upon the human soul has been recognized and discussed since the time of Plato, but the practical application of ethical doctrines has received little public consideration in the democracies. Whether or not the aesthetic capabilities of our children are being numbed by constant exposure to cheap music from the radio, the sound screen and elsewhere is beside the point at the moment. It must be admitted, however, that much of the music they do hear is not of the highest order, nor is it conducive to inspiration, or to a grasp of spiritual values. If for no other reason than to provide an antidote to the 'tincture of Tin Pan Alley,' the study of serious music, both old and new, should be initiated as soon as possible in the child's educational career.

My only suggestion for improvement in methods of music appreciation is again in line with the thought that we need not underestimate the capacities of children. It is false to assume that a great work of art must always be handed to the child in a sugar-coated capsule, that it must be explained in terms of a story.

Is it true that children will not comprehend a symphonic movement unless we tell them that it really depicts fairies dancing about in a glen, unless we indulge in the aberrations of a Stokowski and Disney, whose interpretation of the Pastoral Symphony in "Fantasia" was high-lighted by dancing sprites with a rather too obvious resemblance to Hollywood movie stars? It can be made clear also to children that great music has its own irresistible appeal, without an accompanying story, that its beauties lie in the sweep or tenderness of its melodies, in the symmetrical architecture of its parts, in its rhythmic tension or the now heroic, now poignant quality of its instrumentation. Such an approach to the essence of beauty in music is needed today, and need not be postponed until after the war.

But all these goals, the assimilation of our democratic folk heritage, the truer understanding of other peoples and the enrichment of life through communion with the classics of music are difficult of attainment unless some part of the elementary school curriculum is devoted to the acquisition of musical techniques. Our children must be taught to use music as a language, which means that they should not learn songs by rote but should have some facility in the use of notation, the musical alphabet. Along with this, it would be well to teach them the art of singing on pitch and the techniques needed to play various instruments. If time is allotted for practice, children will readily acquire the ability to sing and perform their own folk music and that of other nations. Therefore, as in all else, technical skill is the prerequisite to the furtherance of higher ideals and aims.

It is to be hoped, however, that the applied aspect of music education will not be stressed to the exclusion of general cultural education. The time allotted to music in far too many scholastic institutions is given over largely to orchestra or band practice, and only to a very slight degree are such aims as those outlined above taken into consideration. The annual concert given by an orchestra of small instrumentalists may be tremendously satisfying to their fond parents, but part of the time devoted to what is at best an approximate rendition of the classics

might well be dedicated to the perception and understanding of these masterworks.

If music can aid our children to learn to know themselves and their neighbors, to become enlightened citizens of a democracy, and to be cultivated men and women in the most profound sense of the word, then its place in the elementary school curriculum should be assured.

HOME FRONT EDUCATIONAL OPPORTUNITIES FOR THE ELEMENTARY SCHOOL

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The anti-inflation program of the federal government presents many opportunities to the schools to improve the quality and effectiveness of classroom teaching, to make a contribution to the war effort, and to win increased confidence and prestige for the school and for public education in the local community.

It has been too frequently assumed that these opportunities should be available only to pupils in the secondary schools and colleges. To the elementary school have been assigned only a few projects from the extended and varied activities on the home front that offer wartime educational services.

As a matter of fact, the elementary school can make a major contribution to the battle against inflation. In making such contribution it can realize educational values of the kind mentioned above.

The success of the anti-inflation program is dependent primarily upon securing the understanding co-operation of the people. The schools are important agencies for the dissemination of information and for the development of understanding. In many communities and with many people, the schools are the chief channel for such information and understanding.

Experience during the past year has tended to emphasize the importance of the elementary school in rationing and price control operation. The elementary school pupil is close to the family adult circle. He takes his school experiences seriously. He generates enthusiasm. His interests are not dissipated by so many ramifying and absorbing activities as those of his high school brother or sister. Whenever the elementary school has

enlisted in information campaigns for the home front, the results have almost always been outstanding.

The Proposed Program for the Elementary Schools, presented to the summer workshop in elementary education at University of California at Los Angeles and at Stanford University, received many favorable comments from the principals, supervisors, and teachers in attendance. It contains suggested procedures by which participation of children in home front activities can be introduced in the school without disrupting the regular program. It suggests numerous specific activities which have been found effective. These are arranged by grade level and by subject matter areas.

Reactions of teachers, supervisors, and administrators to this program will be welcomed by the Educational Services Branch of the Office of Price Administration. Interesting adaptations and successful practices will be incorporated into a contemplated supplement to the program.

PROPOSED PROGRAM FOR ELEMENTARY SCHOOLS

I. Introduction

The elementary school can do much toward developing among pupils, and in turn their parents, proper attitudes and understanding concerning the wartime measures of rationing, price and rent control.

To assist state departments of education, elementary schools, and other interested agencies, the Educational Services Branch of the Office of Price Administration presents the following suggestions for the wartime home front objectives in the elementary school.

II. Wartime Economic Purposes for Elementary Schools

1. To develop understanding of why scarce goods are rationed.
2. To help elementary pupils make the most of available goods and services.
3. To help make elementary pupils wise buyers.
4. To help elementary pupils do their part in maintaining price and rationing regulations.

III. Wartime Activities for Elementary Schools

A. General

1. Analyze the present instructional program and plan ways for co-ordinating in the existing school program activities which will help to develop understanding of price and rent control, and rationing.
2. Select one teacher in each school to serve as co-ordinator of wartime consumer education.
3. Devote some time each week to wartime consumer problems with every pupil in school
4. Present assembly and Parent-Teachers Association programs from time to time which dramatize and explain the different phases of home front wartime living.
5. Develop in the school library an information center for materials on consumer problems.
6. Make use of classrooms and corridors for visualizing things pupils can do to help win the war.
7. Make rationing calendars each month to take home to parents and to post in the school and other places in the community as reminders of dates ration stamps are good.
8. Keep in touch with the community service member of the local War Price and Rationing Board. He may have some information and material which can be used in the school.
9. Organize an equipment-saving squad which will plan and carry out ways of taking care of school equipment and supplies.
10. Arrange a Swap Center for exchange of outgrown clothing and footwear.
11. Plan for the habitual and continuous salvaging of rubber, rags, scrap, and fats.
12. Promote and carry on a regular sale of war stamps and bonds.
13. Develop a model grocery store for use by all grades in helping to teach wise buymanship, rationing, and ceiling prices.
14. Make a list of things a good consumer can do to help fight black markets.
15. Demonstrate ways of caring for shoes.

16. Study about sugar and why we must dip lightly into the sugar bowl.
17. Provide volunteer services for local war price and rationing boards.

B. A Few Suggested Specific Activities for the Lower Elementary Grades

1. Number Work

- a. Provide records for each pupil to keep an account of his purchase of war stamps and bonds.
- b. Teach pupils how to use ration points and to watch for ceiling prices by using the model grocery store.
- c. Study how to live on budgets by figuring in terms of what a child buys for himself with his own money.

2. Language Arts

- a. Study words in vocabulary building which lower elementary pupils will encounter in wartime living; such as, rationing, ceiling prices, ration points, ration books, ration coupons, point rationing.
- b. Write letters about what pupils can do to help win the war.
- c. Write notes to take home to parents about something new or some change in price or rationing regulations.
- d. Write stories on such topics as "Mary Buys a Pair of Shoes," "The Adventures of My Ration Book." The teacher may be the writer and the pupils may tell her what to write.
- e. During conversational periods talk about such things as: taking care of our shoes, taking care of our clothes, taking care of our playthings, planning ways of preventing waste of school supplies, collecting waste materials useful to the war effort, what we can do to help our mothers, why it is wise to buy war stamps and bonds.

3. Art, Music and Industrial Arts

- a. Write rhymes and sing songs about what pupils can do to help win the war.
- b. Draw pictures about what pupils see people doing to help win the war.

- c. Draw pictures showing what boys and girls are doing or can do to help win the war.
- d. Make posters about what pupils eat to make them strong and healthy, clothes to wear for work and play, how boys and girls take care of their clothes.

C. A Few Suggested Specific Activities for the Upper Elementary Grades

1. Arithmetic

- a. Make graphs showing the rise in prices in certain basic commodities before and after price control went into effect.
- b. Keep a graph of war stamps bought by each grade in school. This graph may be put on a bulletin board in the hall or in the library. A particular class may want to figure what percentage of the total amount it has purchased each month.
- c. Help each pupil plan a weekly point budget for his family.
- d. Study weights and measures as they relate to wise buying.

2. Language Arts

- a. Discuss articles in school periodicals which deal with rationing, shortages, conservation, saving, salvage.
- b. Share experiences about the use of substitutes for high-priced or scarce articles, shopping today and what each person can do to help the shopping situation, and valuable experiences learned in caring for clothes made of new fabrics.
- c. Write letters which tell what each pupil thinks he can do to help win the war.
- d. Study words as part of vocabulary building which deal with words and phrases used in a wartime world.
- e. Study how to interpret labels by learning what is meant by the words written on the labels such as: gauge, thread count, grade A, grade B, and the like.
- f. Discuss pertinent cartoons, diagrams, pictures, and articles about consumers in wartime which pupils have clipped from newspapers and magazines.
- g. Prepare three-minute talks to give before the class, before the pupils in other rooms, and before assembly on such

topics as: "Why we must take good care of our shoes"; "Thrift in the use of school supplies"; "Make Your Extra Money Work for the War and for You"; "Ways we can spend our spare time in wartime"; "The Advantages of Ration Books."

3. Social Studies

- a. Use government wartime agencies to illustrate how a democracy operates in wartime. Study the local War Price and Rationing Board.
- b. Make maps showing our former sources of supply for rubber, sugar, tin, or other scarce raw materials and the shipping routes by which these came to us.
- c. Make charts which show the conversion of industries to war needs.
- d. Make charts which show what uses are made of salvaged articles.
- e. Learn the duties of the local War Price and Rationing Board.
- f. Make a list of materials which are considered essential to the war efforts. Underline those which are critical. Check all those which pupils can help to produce.
- g. Study what is needed to make boys and girls strong and healthy.
- h. Discuss what black markets are and the evil results of them to the seller, to the buyer, and to the war effort.
- i. Help plan recreation which does not require the use of the automobile or public transportation facilities.

4. Art, Music, Industrial Arts

- a. Draw murals to depict our nation at war—in the army camps, on the battlefields, on the home front.
- b. Make posters to display in the school, in stores, and in other public places which show why we must save consumer goods, why we must buy war stamps and bonds, what everyone can do to help in the war effort.
- c. Write and sing songs about what pupils can do on the home front. New words may often be written for familiar tunes.

- d. Make games from discarded materials.
- e. Repair toys and playthings.
- f. Learn how to make simple repairs on things at home.
- g. Make model airplanes.
- h. Set up exhibits about the war activities in which people in the neighborhood are working.
- i. Draw cartoons about salvaging, conservation, sharing, rationing, ceiling prices, and the like.

5. Dramatic Activities

- a. Prepare and present at assembly programs and to Parent Teachers' Associations meetings skits on "What You Can Do to Help Take Care of Household Goods," "Victory Gardening," "Shoes off Parade," "The Vanishing Sugar Bowl."
- b. Present puppet shows about "Rationing Means a Fair Share," "Hold the Lid on Prices," "Sneakgoods—the Villain in the War on the Home Front."

IV. Outcomes

Pupils who have been effectively guided and instructed in what the consumer must do in this war will realize they can help in the war effort and will work harder to do many things to win the war. Each pupil will give evidence that he—

- 1. Knows why rationing is a fair way to assure each person a fair share of scarce goods.
- 2. Knows how to use and care for ration books.
- 3. Asks for and buys only what he needs.
- 4. Helps conserve all kinds of goods, including shoes and clothing.
- 5. Closes doors promptly in cold weather to help save fuel.
- 6. Buys goods only at stores which correctly post ceiling prices.
- 7. Buys war stamps and bonds regularly.
- 8. Helps collect scrap rubber, metal, rags, and kitchen fats.
- 9. Eats, sleeps, and plays to keep himself strong and healthy.
- 10. Helps care for all school supplies and equipment.
- 11. Helps his family take care of household furnishings and appliances.

12. Helps do all kinds of jobs at home and in the community which were formerly hired done.
13. Helps in school and community programs to further understanding of price and rent control and rationing.
14. Helps to make playgrounds popular with other boys and girls, because cars cannot be used for amusement.
15. Discusses with his parents the what, why, and how of price and rent control and rationing.

V. Materials

1. Appropriate materials and bibliographies may be obtained from the following sources:
 - a. The Office of Price Administration, Educational Services Branch, your District Office.
 - b. The United States Office of Education, Washington, D. C.
 - c. The United States Department of Agriculture, Washington, D. C.
 - d. The United States Treasury, War Savings Staff, Education Section, Washington, D. C.

ART EDUCATION FOR THE POSTWAR WORLD

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at Los Angeles*

Presumably, in the light of the present world conflagration, we are agreed that the education of the last generation was not all it might have been. Some, judging by such evidence of juvenile depravity as Edgar Hoover brings forward, or the shocking ignorance of history recently publicized by the *New York Times*, conclude that youth, running true to tradition, is going to the dogs,—only this generation is employing high speed transportation. Others, not so pessimistic, doubt whether it is less wise than its parents, but sensing its determination to scrap precedent, fear that youth will rush in where teachers fear to tread.

No one who has taught for twenty years can escape some complicity in the educational crimes of the last two decades—crimes not of passion, but of pedantry. No department of education can deny responsibility for the state of our arts, for they are conditioned as much by neglect as encouragement. But we are not “alibiing.” As I twist the radio dial after midnight, and shudder at the yammering amorousness that makes the ether toxic, I may fancy that music has suffered more sadly from modern attitudes than the visual arts. I have only to look at Main Street to realize that the “art” it exhibits is but the visual counterpart of the tonal debacle. In whatever direction we look or listen, education seems to have broadened out only at the expense of its once classical form. Something has to be done to restore its contours.

Now, I have no neat five-year plan for the perfection of postwar education. I don’t know much about education, but I have long had a suspicion that art instruction needed an over-haul and I have a few ideas with which I propose to tax your patience.

My purpose is not criticism. The art teachers of California are among the nation's best, and they have fine material to work with. Their theory and technique are up to date and sensitive to progress. There will always be educational fashions that come and pass; but in their approach to what is termed creative work and their appreciation of art as a civilizing influence, the teachers one meets in this wide area are doing an excellent job and deserve well of the state.

It is only about broad principles and general directives that I have any suggestions to offer, and all their precipitates amount to just one thing: the reintegration of art as a healthy, natural, functioning activity in the life of every man, woman, and child, beginning with the community.

Such a serviceable art must be free from the domination of extremists—(though in parenthesis I would say that we need extremists of both kinds, to set up a current between the poles, and mildly shock the complacent masses, whose interest in art lies somewhere between Surrealism and *Esquire*).

The art which thinking man needs for his everyday occasions (his private occasions are no affair of ours) must be free alike from dessicated historicity and from doctrinaire modernity. It must be a well-balanced art, fit for human consumption.

How are we to set about this reintegration of art with life—life that begins in the elementary school?

If the arts are to play their proper parts in the educational scheme, the first thing we have to do is to convince our academic colleagues—sensible human beings not unlike ourselves—that art is something more than a cultural excess. So long as they look upon art as a mildly decadent diversion, or an evasion of mental exertion, or merely a personal solace, we are handicapped. We have to show them that art is a prime factor in any healthy system of education; that it can be operative in both our practical and our imaginative affairs; that it uses intelligence as well as sensibility; that it employs brains as well as hands; that, in short, it works.

That will entail some exertion on our part,—and tact. We must not only be proficient in our own graphic fields, but articulate, for visual illiteracy is sometimes discovered in the highest academic circles, and only the written word will penetrate such obscurity.

It will be unnecessary to point out that dispelling their darkness and at the same time preserving their regard is a task calling for all the serpent and the dove we may possess. But until our colleagues are convinced that we have something—something they can respect as well as enjoy—art will not take the place in the curriculum to which it is entitled.

Nor, until they are so convinced, shall we be able to initiate our second reform—the expansion of our activities to cover all academic fields—making a course in art a prerequisite for all graduates. The art major is already converted; therefore it is among the majors in other fields we must evangelize.

Our approach to these two first problems—the alignment of our colleagues outside the field of art and the enlightenment of our co-educational charges—should, I believe, be essentially practical, but before becoming pragmatic and didactic, let me proclaim a firm belief in the highest functions of art.

At its best art reinforces the spiritual values of life and lends grace and dignity to our civilization. Our neglect of the fine arts, which, like religion, partake of faith, has in great measure contributed to our present sorry state. But we can scarcely expect that those who have been long conditioned to a material philosophy will immediately accept our invitation to a realm in which imagination has full play. We must wean them from so-called practical ways by showing the richer practicality of art, and gradually induct them into its high mysteries.

We need to tread delicately, because for generations we ourselves have given lip service in the worship of beauty; we have proclaimed truths without much attempt to give them tangible form. We shall be on firmer ground if at first we appeal to common sense, and demonstrate that art calls for clear thinking and

practical ingenuity in the solution of those domestic and civic problems which every man and woman encounter.

In such fields we can count upon the co-operation of all other departments, and find a certain unity of thought impossible to achieve when the disturbing question of taste is given first place. Taste is a personal affair, subject to change and development, but whether at a certain mental age we like Picasso or Petty is relatively unimportant. Whether we like order and design in our common affairs—in those things which we all must use, from telephone books and tableware to civic centers and universities—whether these inescapable things exhibit a fine and logical organization is highly important to everyone.

Moreover, standards of fitness and function are demonstrable. We can expect a democratic agreement upon the legibility of a street sign, but not upon the loveliness of an abstract painting. Thus our approach should hold in reserve those developments about which even critics are not agreed, and lead appreciation by way of improvement in the things the community must have and constantly uses—street lamps, shop fronts, bus stops, parking lots, billboards, even newspapers and textbooks—all the myriad things that now clutter up our communities and manifest the barbarous state of our everyday aesthetics.

First things must come first, but we need not be too practical. We can still show the fine arts to the young, indeed, more safely than to the grown-ups, if we do not expect them to understand adult art; but we must never cease to demonstrate to young and old the cultural values of the fine arts.

That brings me to our third reform—a visual history of art to which every student and professor should be exposed.

The undeviating purpose of that universal history would be to reveal how every great epoch shaped its own arts according to its own needs. To show that all once living arts grew, naturally and usefully, out of the civilizations that gave them birth. It would demonstrate the successive mutations in spirit and form that occur in man's progress from prehistoric caves to skyscraping cities. It would make visual the changes brought about

by the rise and decline of faith; by the developing structure of society, by the expansion of industry, and finally by the rise of an acquisitive and material civilization.

Our ideal history would of course use sound and technicolour films, but not in the ineffable style of "The Artist at Work" or "A Trip to the Acropolis"—the kind of pedagogy that endeavours to make education painless and amusement pure.

The preparation of such a history would entail sweat and tears on the part of the producers and some mental disturbance on the part of the audience. It would give moving visions of the great masterworks, but it would first of all show the total environment of an epoch—the land and climate that nurtured its creators, the cities in which it developed, the habits, costumes, and furnishings of the people who used it, the arms they bore, the crafts and skills they knew, the methods and limits of travel and communication, the state of manufactures and commerce—in short the whole religious, social, political, and economic structure that conditioned the art of an epoch would be vividly presented.

It would, of course, be a tremendous job, calling for the greatest co-operation, but co-operation is just what our twentieth century society cries out for. It would ask for much more than an expert camera man and a supply of film. It would call in the aid of all other departments—drama, dance, music, psychology, economics, political science, and so on right down the catalogue—using the skills and knowledge that not one, nor a score, of the best brains could encompass.

Our film would show not only moving pictures, but stills, and skillful animation, with fine evolving drawings that would make maps, charts, and even statistics come alive. It would make art live in the minds of the young, it might even make the minds of the old more lively.

There would be many reels; it would take a long time to prepare; it would cost a lot of money. But when one thinks of the huge sums thrown away in the production of superfilms that mercifully disappear after brief runs, and then considers the long

life, universal application, and wide educational appeal of fine historical films in all the schools and colleges and extension classes of the nation, one wonders why a beginning has not yet been made in commercial circles. It might even be done cheaply, for aware of that priestly sense of service common to all teachers, an astute director could get all his research work free of charge. Why should not our leading universities each take a period and exploit it? That would excite the competitive spirit at its best and most serviceable. Such truly visual and soundly educational films not only would give a coherent view of each epoch, but also would put them into just perspective and engender a respect for the cultural and practical values of art. Above all it would convince the thoughtful person that, if the arts are to serve us with the same competence they possessed in the past, we ourselves must create them. We must shape them out of our own materials, through our own processes, according to our contemporary needs, desires, and opportunities.

Of course, no one would expect even the ideal film to supply experience or provide wisdom, or even be a substitute for culture. But it would excite the imagination and implant those seeds of curiosity and desire without which even the Four Freedoms will not save our souls.

I have dwelt overlong upon the necessity of showing the historic arts in just perspective, of seeing them whole in their native setting, so far as that is possible in the classroom. It is just as imperative that we get our contemporary scene in focus. That will mean the examination of many facets of our civilization which the art teacher of yesterday could ignore, indeed, many of them had not developed a generation ago.

So, with this yet-to-be-produced history, we should exhibit such vital records as "The City" and other candid documentary films that show our often squalid civilization as it is, and yet suggest the magnificent potentialities of this great age. For, in its own selected fields, ours is a great age. But we are not yet living up to half its opportunities. And we supinely accept a social

time lag we would never tolerate in dentistry, plumbing, or bridge.

Today, with the exception of the free creative artist whose works seldom receive general acceptance, none of the agencies through which our vital arts are emerging remotely resembles those of the historic periods, even if we include the brilliant phase of French painting in the latter half of the Nineteenth Century. The pattern of society, and the arts it encourages, have changed more in a generation than in any previous century more than in some of the historic milleniums. In turn dynastic, ecclesiastical, aristocratic, and bourgeoisie patrons succeeded each other and have at last been superseded by commerce and the proletariat. Art no longer is imposed from above. It now issues by way of democratic dictate. The department store is now more influential in the spread of art than the church. The machine and mass production have overwhelmed the humanity of the craftsman. But, if we no longer read exquisite missals, we have a mass of magazines, some of them like *Fortune*, admirably educational.

The changes are many and extraordinary, and they are well known to you. They are only mentioned to re-emphasize the influence which society exerts upon the arts.

Maybe we should use the word environment—the word society suggests that new and faintly self-conscious phenomenon, the social conscience—for it is our main streets, suburbs, drug stores, cinemas, even our homes, that have more influence in shaping our communal arts, not from the museums, galleries, critics and aesthetes.

We can all see the outward changes in society—the growth of cities and schools, the speed and power, the new inventions, processes, materials; but there are deeper hidden forces at work to change our attitudes toward art and life.

The revolutionary, and often incomprehensible phases through which art has recently passed were but manifestations of a world-wide spiritual malaise. The world had relinquished its old faiths without substituting anything satisfying in their

place. The artist often became morbidly introspective and neurotic; more inconspicuously but no less thoroughly the plain citizen was wrapped up in his own cares. Neither contributed any unifying impulse to civilization.

Before the war it is not too much to say that civilization was disintegrating. Too many individuals felt frustate, insecure, purposeless. Only subconsciously, perhaps, yet none the less certainly, too many men and women sensed that, as then constituted, society offered them no opportunity or incentive to identify themselves with purposeful activities. In all but the smaller communities neighbourliness was disappearing; people were tenants, transients in a society that they cared little about, and which cared about them even less.

That may seem a gloomy picture, but the historic facts are no brighter,—the depression, the economic chaos, the millions of unemployed, and the necessity for governmental intervention. Such crises were not amusing. What the arts have to do with all this may seem at first obscure. But, as we have already emphasized, society, not a clique, sustains the arts, and sound arts spring only from a coherent society. Such a society can only be maintained where some sense of common purpose and mutual trust survives, and the larger interests of the community come before the selfish aims of the individual. The arts we live by, or just exist by, will become more attractive and intelligent as society does likewise. They will become more comely and coherent as society becomes less commercial and competitive. To cultivate the arts we have to provide the right social soil.

Toward that fertilization art can do much. Art appreciation by itself will work no miracles. Streets may be lined with statuary, homes crammed with pictures, classrooms crowded with aesthetes—and the social impulse remain incoherent. But clear thinking about art—art of the twentieth century; art taking advantage of our unrivaled technology and aware of its cultural functions, art that aids industry and serves the individual—thinking about such contemporary art does help us to identify ourselves with our communities. It becomes indeed the most

logical first aid toward the reshaping of our physical environment, making that environment the outward evidence of an inward grace.

Art can only be a part of life and it must co-operate with all other arts and agencies of living. But until the whole case for art is presented in the schools and brought into effective relation to the community, we shall never have a self-respecting civilization.

We have asserted that the fine arts reinforce our faith in the essential dignity of man and strengthen our belief in the things of the spirit. We also freely admit that art's practical offices are but useful subsidiaries of life. But, if we are honest with ourselves, we have to confess that art is not yet serving us adequately, even in its subsidiary role. This refusal to employ art practically has resulted in a widespread use of art as an escape, and, our civilization being what it is, that is also understandable. (That this also is not an overstatement, a few illustrations of our main streets and back alleys would amply demonstrate.)

Let us conclude with a restatement of our prime aim, the conversion of those without the fold. We must first engage their reason, and then refine their emotions, keeping at least one lesson ahead. It may seem difficult, but we have the potent aids of adolescent idealism and adult nostalgia. For practical ends and ideal beauty are closely associated, and it is no great task to inculcate a love of beauty. Nature prepares the way, and the babe is drawn toward it so soon as it can toddle. The real task is to maintain that love in the adult.

Perhaps we should not be altogether surprised at the adult, falling away from grace, for when he compares science and art, one can understand how a touch of condescension tempers his regard for the function of the artist. He sees science building its vast and intricate machinery, creating new marvels and challenging nature in her chosen fields. He sees the arts still playing upon time-worn themes, giving us statues, usually nude; or poems, usually about love; or songs, invariably amorous; or comic strips, that use a spot of murder to enliven the old motif. Such

are the average adult's contacts with what he has been led to believe is the artist's function in society: to titillate his senses and amuse his idle moments.

No wonder such a comparison suggests a god and a parasite, and in the present state of our aesthetics the contrast is not wholly without point. That situation is the one that our curriculum must first set out to change.

With the arts as we conceive them, and as the man-in-the-street will perceive them, if our teaching does its job efficiently, that painful contrast will disappear. Art and science will be complementary, and the artist will seize his new opportunities, opportunities as wide as industry and as varied as the individual. For the new artist we shall encourage will be more versatile than those of the Renaissance. Though he may use tools that were old when Homer smote his lyre, and play on themes that were in fashion when the pyramids were built, he will have wider fields in which to exercise his creative powers.

Our new artist will be profoundly grateful to the scientist, but knowing that science can only ignore the arts to its own despite he will no longer feel inferior. For our humanity has veins, liver, heart, and other organs, still obscure in their functioning and unpredictable in their demands. Science, with its instruments of precision is helpless in the realm of the psyche.

Where emotion has its seat is where the artist steps in, to adjust the balance of an overmechanized civilization. There is where his immemorial themes and antique skills function as he plays his ever new, yet ancient, necessary role, his highest role, if only his audience calls the tune. For he can still console the lonely heart, lift up the spirit, and revive faint dreams with visions of ideals yet to be, and, if he is wise, supply the saving grace of humour.

We, with supervisors, presidents, and regents to restrain us, must keep our feet on the ground and make a practical approach, but we should never forget that the arts are of the humanities.

CORRESPONDENCE WITH BRITISH CHILDREN

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The sponsors of the British organization, Children of the Fighting Forces, have organized an adventure in Anglo-American friendship. The school children are planning to correspond with the children of the United States. The sponsors, who include Lady Hilda Butterfield, the Earl of Harewood, and Mrs. John G. Winant, wife of the American ambassador to the Court of St. James, have suggested to the children of Great Britain that they write about themselves, their interests, tastes, occupations, sports, games, hobbies; about their families, the members who are in the armed forces or engaged in war work; the home town, its history, industries, interesting buildings, schools and school life. The letters may name the branch of the service in which the writer's brothers or sisters are engaged, but in order to pass the censor they may not tell the company, regiment, or the names of commanding officers. The part of the world they are believed to be in may be stated but not the exact location. The writers may tell about war work being done by any member of the family, but no information about the location of war plants or what is made in them or the number of people who work in such plants may be included.

The British sponsors are already working toward a foundation that will provide funds for American children to spend vacations in England when peace is restored.

One of the teachers apologized for the errors of her pupils. Fortunately, because of the shortage of paper, she decided not to have the letters rewritten. The portions that have been taken from these letters for reproduction here have been chosen for variety and interest. They are printed as the children wrote them.

Excerpts from the letters follow.

I am not a subject of King George VI of the British Isles and Empire. My cradle happened to lie in Czechoslovakia. I don't know if you know of its existence even. It's a little country in the wilderness of central Europe, but it's quite civilized. We don't scalp each other or anything like that and we do behave like rational beings, although I have met some English girls who seem to think that Czechoslovakia is a remnant of the barbaric ages.

My father has five uncles in America called Josia, Hezekiah, Malachi, Ephrum, and Hosea Lanely. It is not often you hear names like that, is it?

During the war we have been bombed twice, but not much damage was done. The first time the jerry bombed us we were at church, and as we (most of the school) ran to the shelters, jerry came over and dropped his bombs. Luckily he was a bad aimer because they all dropped into the river. I saw some of the bombs leave the plane but I was more bothered about a horse which had bolted, and knocked some people down. . . .

The second time he visited us was on a Friday, March 4, 1941. I do not know why I remember that date, I suppose it is because he came three times, lunch, dinner, and tea time. (Censored)

I have two brothers and two sisters. One of my sisters is serving with the Royal Air Force, and one brother is serving with the Army in Northern Africa. The others are working in munition factories. All are serving a long distance from home. I miss them very much but I know with all your help they will soon be back home again. My one ambition is to be with my sister in the Royal Air Force to help to do my little bit for my own country.

I am the only girl in the family and the youngest. My brothers are Arthur and Harry. Arthur is eighteen and Harry is twenty-one, he is the one in the Air Force, he is coming home on leave this Friday. I had another brother, as well, his name was Jack, but he was killed while he was bombing Germany. . . . There is a big difference between the cliffs of Dover and the cliffs of Devon because the cliffs of Dover are white and the cliffs of Devon are red. The earth is red also.

A fourteen year old girl from Sheffield writes:

I will now tell you about myself. I do not really live in Sheffield, but at Sanderstead, Surrey. In the Battle of Britain my father used to go up to London every day to his office. In September, 1940, he got

caught in an air-raid and as he was on the bus the passengers all had to alight and go down a public shelter. While they were there a lot of bombs fell and part of the shelter fell in but he managed to get out alright. But I am afraid the shock was too much for him and as a result he caught pneumonia and on September 23rd he died. I was terribly upset and so was Mummy and my sister Cynthia who is three years younger than me. By Christmas time Mummy had decided for us to go away to the National Union of Teachers' Home in Sheffield. Mummy is a teacher and before she was married she taught, now she is back at it again. In January, 1941, we came to Sheffield to the home. It is very nice on the whole, and we all look forward to the holidays in three days' time so I am very excited . . .

I like doing knitting and crocheting very much and at the moment I am crocheting a string bag. I knitted a red jumper once but I took so long over it that when it was finished it only just fitted Cynthia and she is little.

When we hear of America or see any American films we usually hear of the cowboys and their adventurous times, have you ever seen any American cowboys?

Well, dear friend in America, I hope to hear from you of your pastimes and of your country, America. I must close now to do my homework, so cherrio.

All last week we had exams, we had ten exams and two tests. On Monday we had English Language and Biology. On Tuesday, Geography, and Algebra. On Wednesday, Geometry and English Literature, on Thursday Arithmetic and Latin, and on Friday, French and history. We had a scripture test, which was awful, and a Physics test.

I am also writing a story. I have been writing it for ages now, and still do a few pages every now and then. It is about a girl called Jennifer, and she has 4 suitors at the moment. They are called Davis, Jack, Mike and Peter. The story has got rather stuck now, because I can't make up my mind who she is to marry, I have reached page 127 so far . . . Our art teacher is still looking out for genius in me, but cannot find it!

Have you any brothers and sisters? My mother has brown hair, and my father's used to be ginger, but it is going grey now. My brother's is like mine only fairer and wavy. He used to have a calf-lick when he was tiny, but now he has developed it into a terrific wave! He looks a terrific tough guy when he comes in to dinner on Saturday, but

when he went to his village church one Sunday, he looked ever so smart and innocent as he walked down the aisle in his surplice.

Do you often go to the pictures? I didn't used to but I go oftener now. It's an expensive business. How much do you get a week? I only get 7d. When I am 15 I shall get 7½d and when I am 16, 8d, and so on.

I look forward to coming over to America when I am grown up. I live in Birmingham. We in Birmingham have had many bad air raids. Birmingham was once a little country village with about 30 mud huts. Julius Ceaser was first to come in 50 BC . . . Next came Danes, Saxons, Angles, lots more that I won't bother with.

The accounts may be of cathedrals or mining villages. It all depends on the point of view.

The teacher told us you wanted to know more about England. England isn't a very big country but has a few mining villages. I live in one of them.

Many of the buildings and churches were damaged by bombing. I want to thank you for your gifts to bombed out children. My house was damaged by an incendiary bomb but I was not at school so I did not have one of your nice gifts.

If you ever come to Edinburgh there are many places you could visit. One of these places is the Edinburgh Castle. It is a very interesting place. Before the war a gun used to be fired every day at 1:00 o'clock. People called it the one o'clock gun. Of course with the war being on it is no longer fired. In the Castle there is Saint Margaret's Chapel which is the oldest building in Edinburgh. The castle also has a dog's cemetery in which regiments which are billeted there bury their mascots. This has been going on for generations. Holyrood Palace and Arthur Seat are another two places which you should visit if ever you come here. Arthur Seat is an extinct volcano. I think these are the most important historic things and buildings which are in Edinburgh.

I was bombed out in a blitz and I want to thank you for the presents you sent here. I got a box of sweets and a game. There are a lot of American soldiers about here. I wonder if you have got a Daddy or a

brother here? They are ever so kind, they give the children chewing gum.

On Monday night I go to a church club. It is quite good especially on fine summer nights as we play tennis or netball or go for tramps. To encourage people to have holidays at home, entertainments of all sorts are to be found in practically every park. In Princes Street Gardens they have erected a dance floor in front of the band stand. The idea of out-door dancing is very popular and every Friday night my three friends and I go up there to dance. It's great fun.

I am glad that I can now have a penfriend in California, I have always wanted one. It is so mysterious to write to a person you have never seen.

Perhaps you will have heard of George Arliss, the film star. Well if you have, he is my uncle. If you have any pen-friends or relations in America please send me their addresses so that I may write to them. I hope that after the war I shall be able to visit America.

One night we had thirteen hours of continual bombing and we were without gas or water for three weeks afterwards. The mornings after the raids children were looking in the streets for shrapnel off the shells.

In order to release more women for war work, daytime nurseries have been built in the parks and houses which are not being used and have been claimed by the government to be used for nurseries. The mothers can take their children under five to these nurseries while they go to work. The nurseries take good care of the children until their mothers come to fetch them at night. All their meals are provided even breakfast.

The blitz we had was terrible and I hope with all my heart you never experience one.

I attend Church Road School but I shall very shortly be leaving for King Edwards High School. These two schools are totally different. Church Road School is a Council School, in other words it is quite free like American schools. To go to High School we have to pay fees so many pounds according to our parents income and how well we do in the examination.

In 1940 we had a blitz, over one thousand civilians were killed or seriously injured in Birmingham. I know two boys who were bombed out.

My uncle who is in the Navy and has been to America says that you have to pay plenty of money to see the flicks. We have not got skyscrapers like you have in America. Thank goodness for if we had they would be as flat as pancakes now. But it is our turn to bump the jerseys. In June I went on to a farm in Lincolnshire to help the farmers and I got about 4 dollars in American money in England I got a £ 1, which is 20 schillings. I wish I lived in California right now as I would have some oranges and lemons.

Mr. Coulby who built our school went over to America to make money and came back a millionaire he gave money to build the school, the Village Hall and to reseat the Church and have the organ put in.

This comes from an eleven-year-old girl and she has used a new word for thinning beets:

My father is a farmer. I went singling when it was ready. My biggest sister went working on the last, but now she can't because my mother has a baby so she has to look after it.

My auntie has got a table shelter in her house. It is just like an ordinary table but it is made of iron. Outside her house she has to have a letter "T" written on the wall.

I have not got a father. He got killed during a raid. He was on duty and my mother was left with three more besides me. One is named Maureen who is 9, June who is 7, and Valerie, the baby, who is five. Mummy is helping the war effort by making shells in a munition factory so she is kept very busy. The weather over here is very nice as we have just passed midsummers day, but as Birmingham is a big city we have a long way to go to the country from where we live. The nearest sea-side town is about 100 miles away so we do not go to the sea-side very often especially while the war is on. We hear such a lot in England about California but I don't suppose I will ever have a chance of seeing it but I should very much like to receive a letter from you and a bit of news about your country as it must be a very wonderful place.

Scunthorpe in itself is not very historical but some of its districts are. For instance Frodingham was mentioned in William the Conqueror's *Domesday Book* as Fordingham. Frodingham also has a very fine old church dating back to 1200 A.D. although it was restored only a few years ago. This is not the oldest church in the district for about five miles away is the church of St. Peter Vincula. This dates back to 100 A.D. and has some priceless stained glass windows.

Lincolnshire as a country is more historical for it was from the Lincolnshire port of Boston that the Pilgrim Fathers sailed. The Pilgrim Fathers were mostly Lincolnshire men. It was from Lincolnshire that Lord Tennyson, Franklin, Isaac Newton and John Wesley came.

I live in a council house built by the District Council. It is not a convenient house. Most houses in the country are most inconvenient. We haven't even got electric light and water laid on. But we have one thing that most city people have not got—a nice large garden.

A girl from Norwich writes a letter that will challenge the pen-friend who answers. Perhaps the covered wagon era and the Gold Rush will have to be studied again in order to reply:

Going back to the subject of Norwich; from an open book beside me I find; Norwich in point of quaintness and antiquity will vie with any English city. Norwich claims to be built in AD-446; also it claims to be the home of English bellringers. Many people still speak the Norfolk dialect, but I don't though I can. I am looking forward to your first letter.

We have a large garden at the rear of the house which my brother and I have cropped. This year we are proud of the vegetables we have grown. We also have taken up rabbit keeping and now have about 30 rabbits which Dad sells in the shop when they are fat enough. We also have a lovely black and white cat and 3 kittens 3 weeks old.

We have marks called signatures which are given to us by the teachers if we do anything we ought not to do. We also have detentions which we have if we do a piece of work so badly that we have to do it over. I have never had a detention.

I shall be thirteen on the 16th of September. My home was in London, but we lost it in the London blitz and I was evacuated to Exeter and three months after my mother gave birth to a little daughter, who of course is my sister Pauline, who is now two years seven months old. She is a very bonny child. I have a mother and a father.

Many delightful letters have been received and are being distributed to California superintendents of schools. The spelling frequently reveals the dialect of certain localities. They remind one of the broadcasts of the early years of World War II when the British children who had been sent to the United States and Canada to escape the German bombing were given an opportunity to talk with the parents in England by radio. A child torn between the conflicting emotions of talking with his mother and father in England and a natural diffidence at the idea of broadcasting, was frequently inarticulate until, suddenly overcome by the tones of a familiar voice from home, he became almost lyrical.

The children unconsciously perhaps express deep pride in the fathers and brothers who are serving with the armed forces and the mothers and older sisters who are engaged in war work. School and hobbies come in for much discussion.

Many of the children have seen oranges, a very few have eaten them, and one child wrote of having seen a lemon. The letters contain many expressions of wonder and delight at a beautiful far country which produces oranges and lemons.

A banana is different. Although several writers mentioned them no one professed to have seen one. Apparently the children regard the banana much as they do the Santa Claus story, delightful but doubtful.

The theme of the war runs like a dark thread on a field of white through all the letters. It is something important, a bad business, but not too depressing. The reader is aware that many of the writers have known war during all their school days, a war that comes within eighteen miles of their coast and is frequently visible in the sky. When peace comes their lives will be disrupted by an amazing new element.

The pen-friendship plan has apparently won the approval of the U. S. armed forces stationed in the British Isles. *The Stars and Stripes*,¹ under date of August 26, 1943, has this comment:

GI's who've had some embarrassing moments while learning British customs and expressions since they first landed in the European Theater of Operations would have found everything plain sailing if a scheme launched by American-born Lady Hilda Butterfield of Cliffe Castle, Keighley, Yorkshire had been going strong when they were kids and their dads were fighting World War One, for Lady Butterfield has started a mass trans-Atlantic pen-friendship movement between the children of America and Britain.

Believing that the future harmony of the world depends largely upon the youth of our two countries, Lady Butterfield wants school pen-friendships to grow into a co-national educational scheme in which American and British children will get to know each other like next-door neighbors, even though the Atlantic separates them.

Leaders of the movement believe that American soldiers can give the scheme a big boost right now by urging the kid brother and little sister back home who may not have heard of the scheme to get in on the "letter-beam. . . ."

The problems of victory for the children as for the nations involved will be as serious as those of warfare and will continue for many years. Perhaps the understanding between two United Nations stimulated by this correspondence will function favorably after peace is ours and favorable trade balances and lend-lease discussions assume their places in an effort to establish stability, and perhaps prosperity. At any rate the children of America and Great Britain will know that their pen-friends are very much like themselves with similar problems, pets, hobbies, and games, and perhaps this knowledge will help to strengthen the bonds in the years to come when all the imagination, understanding, and intelligence available will be needed to dispel the legacy of hatred which the war will leave.

¹ Daily newspaper of the U. S. armed forces in the European Theater of Operations.

TRENDS IN THE SOCIAL STUDIES-SCIENCE PROGRAM IN THE KINDERGARTEN AND PRIMARY GRADES

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First, the question should be asked, "What is really meant by a social studies-science program at the kindergarten and primary levels?" Perhaps everyone will agree that these are the interests and experiences of children centering around home and community life and the interrelationships out of which develop the social concepts of the world in which the children live. You will agree that embodied in these interests and experiences are the beginning of the scientific knowledge and discovery—scientific discovery because in the course of these experiences comes the discovery of scientific truths new to children. Perhaps this statement needs to be carefully examined to be sure that it takes into account all that may be considered within the realm of the social studies and sciences. That part of the statement, "home and community life" in its larger implications means the home and playing house, and also home life in relation to the immediate community. To be sure the beginnings of kindergarten play will center at times around only house play but will not remain long just that. And if it means "the community" not only in terms of stores and civic service departments but also in relation to homes and the interdependence of man, his modes of transportation and communication, some industries, place locations, and sources of supply, especially foods, then teachers have truly come into the realm of the social studies-science program.

Certainly neither the subject matter nor the experiences in such a program are taken in large doses at any one time, but rather they represent a developing sequence or continuity of

experience from kindergarten through primary grades. The development of such concepts concerning the social studies and science at the kindergarten and primary level has come about gradually.

Some little time ago teachers were concerned chiefly about the all-important term, children's interests—no less important now, but important with respect to many other things. Studies were made throughout the country. Supervisors working toward advanced degrees sent out questionnaires asking teachers to record their pupil's interests. Many astounding replies were received covering a wide range of subjects.

Out of this great range of recorded child interests those were taken that were most truly on the children's level and that had the greatest leading-on and educative value from the standpoint of meeting basic human needs. This was a long process and one over which many great educators and teachers labored long. It is believed that all these most valid interests of children are known, but frequently others crop out and are re-evaluated and revised and added to the lists. Some of these interests, however, have been tested in experience and found not wanting in terms of satisfying basic needs. These now form a basis for planning experiences.

Out of this knowledge of children's interests came the beginnings of awareness of the social studies and of science as one with social studies. The tendency at this time was, however, to take one of these tried and accepted interests quite of itself, use it alone and center an activity around it, and then when its possibilities had been exhausted it was abandoned or died a natural death. For example, teachers presented material on "airplanes" or "the home" or the "store" or the "post office," but established few relationships among these interests and developed few outgoing or on-going experiences. One excellent teacher confided, "We're doing the 'home' and I'm having a time to keep out 'airplanes.'" Another teacher was troubled because her class was studying airplanes and she felt that somehow they had better be studying "the farm" soon, for it was an important interest that

she had not yet presented. But she could not think of a way to change from airplanes to farms. She finally hit on the idea that planes fly over farms. She had a clear conscience, for she had heard that it was necessary to take a lead or have a lead into an activity. Perhaps she really was trying to develop an on-going experience but could not see how relationships evolve because she limited her unit to airplanes.

About this time educators began to be extremely conscious of subject matter. It was an excellent trend in the right direction, but the real difficulty was that little was done with the subject matter. The children had little reason to use it to help develop better social concepts. Teachers presented quantities of subject matter when children felt little need for it. There were dramatizations and dramatic play, but although there was play with the things the children had made, teachers were not fully aware of how subject matter, play, and social concepts were all a part of one another. The cart came before the horse. Teachers built a subject-matter background, children made the things, and last of all, played with them when they were done, instead of playing, building, experiencing, realizing needs, finding information in order to play more and better and build more and experience more and so develop more social concepts. To be sure some social studies were developed during this time in so far as teachers established some relationships even if in a limited way. Some of the subject matter was retained because it tied in with the experiences of some of the children. Groups did take trips although not always because the children really felt the need, and there was much gained by them in terms of seeing and clarifying ideas. Soon teachers began to wake up to their own needs, needs for better curriculum planning. There were, they began to realize, broader aspects to this business of interests, areas of experience, and social concepts. They were sure that units or areas of experience should be based on these interests but not certain that there was something much more important than just the interests and just the subject matter. It was the awakening to what was happening to the children in all these experiences

that began to make the difference. Quite aside from living democratically within the classroom, sharing ideas, tools, and material, and gaining knowledge from subject-matter content, teachers asked themselves, "What is happening over and beyond this to give children more understanding of their world, more opportunity for developing the social concepts through broader ideas of the meanings of the social studies?" Therefore they took stock and began to work on curriculum planning, and the scope and sequence of experiences or areas assumed more importance. As a result of taking stock teachers built more continuity of experiences in the kindergarten and through the grades one and two. Kindergarten and grades one and two were seen as a whole developing sequence that grew more involved, more specialized with ever-increasing depth and meanings at each grade level. For example, at the kindergarten level, where an interest in boats was evidenced, the children constructed a large boat of hollow blocks. They built some smaller boats of blocks. They made some little boats during their play with small blocks. They fished on their boats. They went to the local yacht and fishing harbor. For some little time the boats provided a nucleus or centering interest.

When the children went into the first grade, two or three of them took the little boats with them. In the first grade more of the children made boats and some of the children built a small harbor. Out of the play with these boats there developed a need for homes for the fishermen, the pilots, and workers. Thus, the community began with its houses and necessary stores. Stores brought need for a delivery truck, which brought need for a gas station, and so on. Since the driving interest of children seems to be in all forms of transportation, there was added to the community a small airport and a station and one train. The dominant transportation interest, however, remained with boats. The boats carried cargoes and unloaded at the harbor. The children went to the local harbor to see the different kinds of boats, the loading and unloading of cargoes. They became intensely interested in these cargoes, particularly in the banana boat. At this point the

group was ready for the second grade. The children themselves brought into the second grade their boats and harbor and their community. They set up the harbor and community and went right on from there. The cargoes had to have a place to go when they were unloaded. The children at first took them directly to the stores, but at the harbor they found out that the bananas were put into trucks or trains and taken to a big wholesale market. Therefore they felt the need of disposing of their cargoes. Where should they take them? Hence the need for the wholesale market came. Gradually, as the market grew, the interest in some of the other phases of community life lessened, and the children had to make room for the market, sidings, truck stands, and the like. They eliminated everything except two stores and a few houses, and thus diminished the size of the harbor. They were now engaged in a specialized community study in how a city is fed. This development is but one example of a way in which a sequence is achieved. Others, such as these, might have developed: trains, the community and where trains go and what they carry and bring in to the city, thence to sources of food supplies and then to farm; or airplanes, the community and the airmail, thence to other ways of carrying mail, thence distribution and transportation of mail, post office, and so on. The point to be emphasized is that all these represent continuity or on-going development of experience and thus wider relationships and more social concepts.

In establishing some of these relationships there are found also the beginnings of interests in geography and history. It is difficult to establish the age at which little children really are interested in historical background or maps, and the like. Of course, geography enters into many situations in very simple ways with which all are familiar, such as location of the school building, learning the way from home to school, and being able to locate places in the immediate environment. But through some experimentation with groups, mostly at the second-grade level, the writer has found many children interested in simple outline pictorial maps. During a unit on Carrying the Mail, the chil-

dren became intensely interested in mapping the main air routes across the United States and China clipper routes. At the end of the playtime the clipper pilots took great pleasure in showing their routes. Another group made maps of the route to the dairy and took great joy in following the map while en route. Possibly the main interest was in the map itself. Another group was very much interested from a historical point of view in seeing pictures of old planes and boats and trains. They called them old-fashioned pictures. They were also much interested in how mail was carried long ago. Some children do ask about how "things were long ago," and somewhere between grades one and three, according to observations, children do become conscious of the facts of history and geography.

As for the development of science, children are interested in growing things, animals and their care, and weather. It is nothing new, for these interests have been in evidence and have been provided for in many ways. Perhaps until recently, however, these interests have been seen as minor, merely paralleling interest in other activities. This recognition was of great value, in so far as something was done about it. But now teachers realize more fully that science is one more part of the total experience. One can not think of it as out of the realm of social studies, if one's concept of the social studies is deep and broad and rich in its scope.

When the kindergarten children were playing with boats they were very much interested in fish. They had an aquarium. They cared for their own fish. They watched the fishermen. In the first grade the children were interested in how bananas grow, how they are shipped to preserve them, how they are cared for until ready for consumption. They were equally interested in the growth and care of many other kinds of foods. They saw the harvesting, washing, packing, and actual shipping of celery. They learned much about the science of refrigeration. Much the same would be true of the children's interest in science, the study of airplanes—how to land and take off, weather conditions and reports, laying out a landing field correctly, and so on. One

group became greatly interested in gasoline in relation to planes. These pupils went to an oil field. They collected samples of crude oil and refined gasoline. They had a very simple diagram to show the sources of oil.

Probably the greatest possibilities for scientific discovery lie in the realm of the farm and the dairy. One group recently had a pig, a duck, a laying hen, and chicks to care for. The care of these creatures required much searching for information that resulted in new scientific discoveries for the children. For the first time some of the children realized that eggs were not made at the grocery store. Another group had gardens where they grew all kinds of vegetables. Another group at present is involved with collecting feeds for different kinds of cows and finding out why cows are fed a varying diet. Such questions as this, asked at the dairy, show interest in the science of life itself: "Yes, but how does the milk get into that bag anyway?" Such examples could be indefinitely enumerated, but the real problem lies in making the most of opportunities offered by children's evidenced interest and thirst for scientific knowledge. There are frequently many opportunities outside the particular unit which should be made use of in nature.

Mention has been made of these minor paralleling interests, but the point is that science is really developed with social studies experiences because it is a part of the total experience.

As to the present trends in ways of further developing the social concepts, first, teachers should re-evaluate the areas of experience at various levels in order to ensure that the experiences planned have possibilities of developing the most fundamental knowledge, insight, and understanding of the contributions and interrelationships of the world in which the children live. This means that if the types of experience chosen are the most fundamental and have the greatest possibility for continuity, they will aid in developing those desirable habits and attitudes which really make for the science of being social with all its deeper significance. Presupposing that the choices are wise and show continuity, then the problem next is how to guide and carry on these

experiences that they may be more beneficial to children than in the past.

Five important mediums through which teachers are able to best develop social mindedness are suggested in the following list:

1. Dramatic Play
2. Industrial arts
3. Excursions
4. Reading and literature
5. Rhythmic expression

It is in these five realms of expression that teachers need to evaluate procedures through better or different use of each.

Dramatic play may be merely a period when the children play with the things that they have made or it may be a period for playing, discovering needs, planning, building, executing ideas, playing more, clarifying ideas, discovering more needs, building more, and so on, in which reality is an outward, moving expression of growth of ideas, concepts, meanings, and insights. Therefore, children from the first day in the second grade, as well as in the kindergarten and first grade, will have boxes, blocks, floor toys, people, tools, wood, and other equipment with which to play. The things constructed each day will be left to be played with in the centered play area, finished or not, in order that play organization may grow. As organization grows, a little time for planning before play seems advisable. This is not true of kindergarten and early first grade. As soon as the play begins to become more involved, the children themselves ask for chances to take turns at being the farmer, pilots, truck drivers, or milkers. Next, as play becomes still more involved and more relationships are established, the preplanning is even more essential to the children; and often at this time they need information to help them to know best how to play out these relationships. This need of further organization is reached when play becomes meagre from the standpoint of ideas. Troubles ensue, fights occur over why things didn't work out satisfactorily. Often at this point the teacher hears such complaints as, "he took his truck to the wrong

place and I couldn't get my hay," or "she's the farmer's wife and she didn't do her job," or "she never fed the hired men," or "she rang the bell at the mess hall all the time for us to eat and we hadn't finished milking," or "he's the signal man at the airport and he let a whole lot of planes land at once and we had two smashups," or "she didn't operate the crossing gates and my train crashed into the truck." Concepts readily develop in such situations. At this point discussion is important. Evaluation should follow play to find out "how it worked," "was it good?" "what do we need to do about it tomorrow?" Also to find out new needs in terms of things to build, for example: "I took my truck to the store and there wasn't any store so I used that chair," or "there wasn't a gas truck and I couldn't refuel my plane." Perhaps these examples show how dramatic play really is the greatest expression of all that leads children onward and outward and the most vital spot for growth of this most important social consciousness. Probably in the showing of this social growth in dramatic play, the clear meaning and importance of the construction in woodwork, so-called industrial arts, becomes more evident. Of course, one of the all-important things in construction is to have the things built so as to serve the child's purposes, to stand up under usage, and to clarify meanings; for example, making different kinds of trucks for particular needs, making different kinds of barns to house various kinds of animals. This is all a part of the same picture of growth of concepts.

Perhaps excursions now take on new meanings if they are undertaken in terms of felt needs for the purpose of gathering additional information and of serving as a common background of experience. A group started recently to build corrals and milking barns for their cows. The pupils could not progress beyond the start because they did not know how to proceed. A trip to the dairy answered their questions and gave them additional ideas.

Now also perhaps rhythmic expression takes on new meaning when thought of in terms of expressing ideas and clarifying meanings; especially if these rhythms are coupled with the desire

and need of children to express with their bodies these important experiences which the children are having.

As for reading, the trend in the past has been to place the emphasis in the primary grades on "reading about" the same things that children may be doing, which is enjoyable as another experience; but if reading is also for the purpose of gathering meanings, then reading and literature even at the first and second grade level, simple though it be, is an enriching experience that is even more purposeful than just "reading about" or than the reading growing out of the unit. The whole problem of beginning reading at this level from the point of view of content and simplicity is a very difficult one for teachers. If reading material is to furnish an enriching experience it is necessary for the teacher to be able to assemble all kinds of reading material on many different levels to meet the needs of her group. It must be simple but serve the child's purpose; it must measure up to sound literary standards and be challenging in content.

The use of material containing information is very important also to enrichment and in helping to clarify ideas especially in play and construction.

In considering the main trends of the past, in considering what mankind is increasingly aware of in looking into the future, the task of education seems enormous. But it is imperative in the light of present needs in an adult world to assure today's children at the kindergarten and primary level of the opportunity for developing those social concepts which will not only help them to adjust themselves to conditions in their world, but also enable them to make a better world for themselves—better than the world of this generation.

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EDITORIAL COMMENT AND NEWS NOTES

PROBLEMS OF MIGRATION SUBJECT OF YEARBOOK

Copies of the fifteenth yearbook of the California Elementary School Principals' Association, "*The Elementary School Faces the Problems of Migration*," have just been distributed.

The problems of migration, as E. P. O'Reilly points out in the President's Message and Miss Helen Heffernan notes in the Foreword, are not new to California. These problems have merely been intensified by the conditions that have developed in the state during World War II. California's critical and strategic position with her long coast line lying along the Pacific Ocean has invited expansion of construction activities of tremendous proportions, causing a westward movement of population with a consequent increase in school population throughout the state.

Contributors to the *Yearbook* point out both the difficulties and advantages peculiar to the concentration of workers in certain areas. In one California community children who live in a housing unit built by the government may be treated in the attached dispensary and receive complete health service for a nominal monthly charge. The fact that about 75 per cent of the children of the school reside in the housing unit makes for ease of contact between teachers and home. Well-equipped play areas, between the rows of apartments, with a naval officer trained in recreational leadership to direct daily play activities, and a nursery school for children of preschool age whose mothers, resident in the unit, are employed during the day are some of the advantages of concentration in a great airplane building center. In another California city greatly favored as home by families of men in the armed services, one school notes that 68 per cent of the fathers of its pupils are in the armed forces; of the remainder 40 per cent work in defense plants, and 25 per cent of the mothers

are employed during the day in vital defense industries. This places a heavy responsibility upon the teachers to act as counselors, friends, and companions to these pupils. Children of most working mothers have a portion of the day at home when the parents are absent. Of the various shifts it has been found that the swing shift beginning in the afternoon and terminating about midnight causes the greatest dislocation in home morale. The evening meal is often inadequate and the children unsupervised.

The other extreme is pictured by the description of a school playground in the same city which at the opening of school was occupied by two antiaircraft guns, an encampment of soldiers, and an ammunition dump on the small area that was free of lumber. The children came to enjoy the Army drill on their playground and the rifle practice on the ball field. They were genuinely sorry when the Army disappeared with its guns and jeeps.

One article deals with a nursery program organized under the Lanham Act in a boom city. The author described the various groups, the entrance requirement of immunization, the housing isolation hospital, the poise of the young child who has the advantages of rest and diet, and many other features of nursery school education.

The contributors to the *Yearbook* have dealt with the problems presented in the classroom by newcomers with widely different abilities and cultural backgrounds; teachers have refrained from urging rural children to join in classroom activities which are unfamiliar to them, permitting them to look about and find themselves and a helping hand among the pupils. The activities which these children enjoy in the new environment frequently astonish the teachers. Many a rural child has found status in the new situation by reporting his own experiences on a farm to an urban group studying farm life. The accents of Massachusetts and Texas delight the Westerners and workers in the California schools are alert to these influences for broadening the understanding among all pupils. The induction is accomplished with little confusion for either newcomer or veteran.

One article sketches the history of migration in the United States and another presents a timely plea for federal aid for education as a means of equalizing educational advantages.

Another writer recounts the experience of opening schools on a defense housing plant where homes for workers were more plentiful than any other type of construction. Each class was housed in a two-bedroom cottage, forty-three cottages comprising the school plant.

The volume, *The Elementary School Faces the Problems of Migration*, is an amazing story of adventure in the care and education of the children of a democracy at war to preserve the heritage of these children.

TEACHER'S KIT OF AVIATION

A new Teacher's Kit of Aviation has been planned to help the teacher comply with the request of the United States Office of Education to incorporate elements of aviation in the subjects of the regular school program. In each kit is a manual for the instructor which gives suggestions on methods of including suitable elements of aviation in the curriculum. For the pupil there are diagrams, maps, and reading material which vitalize and enrich his classroom work.

The Teacher's Kit of Aviation may be secured for 25 cents in coin or stamps from United Air Lines, 400 Post Street, San Francisco.

LIGHTING CALIFORNIA SCHOOLS

"Recommended Practices for Lighting California Schools," an illustrated pamphlet prepared by the Research Committee, Sight Conservation Council of Northern California, and distributed by the Division of Schoolhouse Planning, State Department of Education, offers suggestions for securing satisfactory natural illumination according to the severity and duration of the seeing task and the sustaining power of the eye to see, by direct and indirect lighting, and suitable colors for walls and ceiling.

Dr. R. S. French, Principal of the California School for the Blind, is President of the Sight Conservation Council of North-

ern California, and Dr. Charles Bursch, Chief, Division of Schoolhouse Planning, represents the California State Department of Education on the Council. Other distinguished scientists in the field of lighting and engineering constitute the personnel of the Council.

CITATIONS TO TEACHERS FOR DISTINGUISHED WAR SERVICE

The names of teachers who have been cited for distinguished service in the armed forces or the auxiliary organizations have been requested by the National Education Association. This information should be sent to Belmont Farley, Director of Public Relations.

In certain school systems ceremonies have been held to honor the teachers who are at the front or who are preparing for that duty. Among these teachers will be some who are decorated for valor or in some other way singled out for commendation. They honor the profession.

Newspapers and periodicals will carry this information to a wide reading public. Mr. Farley would like to have an account in about three hundred words regarding the activities of any teacher who should be included in such a report. If it is impossible to furnish all the facts concerning such a person, perhaps Mr. Farley can secure it from the details supplied him.

LISTS OF MATERIALS ON FAR EAST FOR TEACHERS

Three pamphlets for teachers containing materials on the Far East have just been issued by the United States Office of Education.

An Annotated List of Inexpensive Books and Pamphlets on the Far East. By Ruth Gray and C. O. Arndt, Senior Specialist in Far Eastern Education. Free.

An Annotated List of Periodicals on the Far East for Teachers and Librarians. By Martha A. McCabe, Assistant Librarian, and C. O. Arndt, Senior Specialist in Far Eastern Education. Free.

The Far East, Annotated Sources for Curriculum Materials. By C. O. Arndt, Senior Specialist in Far Eastern Education. Free.

The annotated list of books and pamphlets offers invaluable material on the history, life, and customs of Australia, New Zealand, China, India, the Japanese Empire, and the Netherlands Indies.

The list of periodicals is intended for the use of teachers and librarians who are building up collections in the field. The periodicals listed deal with education, industrial, and social-economic conditions as well as with current affairs and cultural backgrounds. The list includes in addition to those periodicals concerned exclusively with the Far East, a few magazines on foreign countries in general, in which a considerable amount of space is devoted to Far Eastern countries. Many worth-while periodicals from these countries have been omitted because they are not available in the United States during the war emergency.

Publisher, place, and frequency of publication, as well as price are mentioned. The price given is for annual subscription unless otherwise noted.

The pamphlet on sources of curriculum material is the result of careful work in preparing a list of instructional aids, such as phonograph records, films, maps, and bibliographies. Included in the edition are Chinese and other United Nations songs, war posters, and other current materials. The instructional value and availability of these materials to teachers have influenced their selection for the listing.

PUBLICATIONS FOR TEACHERS

The following publications on current problems of interest to teachers are now available. Several of the publications are issued by the United States Office of Education. They are in the form of bibliographies and reference materials relating to current curriculum problems. Government publications that are free should be ordered from the publishing agency. Those

for which a charge is made should be ordered from the Superintendent of Documents.

Our Schools in the Postwar World: What Shall We Do About Them? Washington: Federal Security Agency, U. S. Office of Education. Free.

Reference materials on such topics as Every Child in School, The School and Children's Health, What Experience Should Elementary Schools Provide? A Community School for all the People.

Nutrition Education in the Elementary Schools. Washington: Federal Security Agency, U. S. Office of Education, 1943. Price 15 cents.

Part I describes how nutrition is taught in the elementary school. Part II outlines services from state departments of health and other state agencies.

Conservation Education in the Rural Schools. Edited by Effie Bathurst. Department of Rural Education of the National Education Association of the United States, 1943. Price 50 cents.

Major problems of conservation education illustrative of what specialists believe rural schools should teach; report what children are doing and learning in field of conservation; furnish sources of information for both teachers and children.

Inter-American Education: A Curriculum Guide. Effie G. Bathurst and Helen K. MacKintosh. Office of Education Bulletin 1943, No. 2. Washington: Federal Security Agency, U. S. Office of Education, 1943. Price 15 cents.

Title of publication describes the type of material.

"Intercultural Relationships and Educational Problems: A Bibliography." Washington: Federal Security Agency, U. S. Office of Education, 1943 (mimeographed). Free.

Material for use in schools where there are pupils from non-English speaking homes or the children of minority groups.

"Outline of Suggested Readings for Lands and Peoples to the South of Us." Washington: Federal Security Agency, U. S. Office of Education, 1943 (mimeographed). Free.

Outline to help organize reading on other Americas, accompanied by portfolio of thirty panel photographs. Limited number of portfolios and outlines are available for loan from the

Division of Elementary Education, California State Department of Education, Sacramento.

SURVEY OF OPINION ON WAR FILMS AND CHILDREN

A symposium on the subject "Should Realistic War Films Be Shown to Children?" has been conducted among distinguished Americans by the National Board of Review of Motion Pictures. No conclusions are presented as a result of the survey, but the contributors offer points of view touching all aspects of the subject.

Copies of the pamphlet in which these opinions appear may be obtained from the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York.

PI LAMBDA THETA EDUCATIONAL RESEARCH AWARD

Pi Lambda Theta National Association of Women in Education announces two awards of \$400 for research on professional problems of women from the fund known as the Ella Victoria Dobbs fellowship. The grants will be made on or before September 15, 1944. Three copies of the final report of the completed research study must be submitted to the Committee on Studies and Awards by August 1, 1944. All inquiries should be addressed to Dr. May Seagoe, Chairman, University of California at Los Angeles.

AMERICAN SCHOOL OF THE AIR MANUAL

The *Teacher's Manual* to accompany the 1943-44 CBS American School of the Air radio programs for schools is now available. The handbook was prepared by the CBS education department. It contains a schedule of radio lessons to accompany radio programs in music, history, art, and the like, as well as lists of supplementary reading.

Copies should be requested from the Columbia Broadcasting System, Inc., 485 Madison Avenue, New York (22).

RESOLUTIONS OF THE CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION

The following resolutions were passed by the annual Conference of the California School Supervisors Association held at the Hotel Biltmore, Los Angeles, October 19-22, 1943.

At the time of this annual meeting, the second since Pearl Harbor, education is confronted with the greatest task in its history. Ruthless destruction of human life and of the priceless cultural treasures of the world leaves us profoundly saddened. With each new evidence of the inhumanity of our enemies we realize the tremendous responsibility that America as one of the United Nations has in winning this world conflict in order that human decency and human freedom may be preserved. The world war becomes real to us and to those whose growth and development we guide, as fathers and husbands, mothers and wives, sons and daughters enter active duty in the armed forces or war industries. The vast changes that are taking place in home and family life and in economic and social life are challenges to the educational profession.

Clear thinking on the part of all, young and old, must be promoted. It is essential now and will be of inestimable value when victory is won. The development of the ability to think clearly is one of the foremost purposes of the modern school. Leaders in education are faced with the responsibility of striving harder than ever before to:

1. Develop a generation of intelligent and thoughtful citizens in order to guarantee to every individual and to every group the right and opportunity to participate fully in the democratic way of life.
2. Provide opportunities for maximum self-realization of each individual.
3. Inculcate in the lives of young and old a sincere understanding of, and desire for, a world democracy.

Although educators may review their accomplishments in the war effort with satisfaction, they will not be content to rest upon previous service. Realizing that they are engaged in an all-out effort to help pre-

serve the liberty and cultural heritage of our people, they will continue to do all in their power, not only to win the war, but to help win a just and lasting peace.

Fully realizing the tremendous tasks that exist at the present time, and perceiving that greater and more arduous tasks lie ahead, the members of the California School Supervisors Association, individually and collectively, pledge:

1. To dedicate themselves anew to such service to children and youth that tomorrow's men and women will demonstrate in their daily living the democratic ideal which we in America have long proclaimed, but too seldom achieved; namely, a genuine respect for the dignity and worth of every human being, regardless of differences in cultural background, religion, or race.
2. To put forth our best efforts to help other men and women of good will in our communities to safeguard the behavior of our boys and girls. We make this resolution in full knowledge of the time, thought, and effort that will be required if any community is successful in setting up and maintaining substitutes for the parental control and care which have suddenly been withdrawn from many children because of the war emergency. We recognize juvenile delinquency as a major social problem more or less neglected in the serious business of winning the war. Although we believe that the alarming growth of this problem is due largely to conditions beyond the control of public education, we pledge ourselves to dedicate all the resources of education to the solution of this important problem. An important aspect of this service is the providing of nursery schools for preschool children and extended day care for children from six to sixteen, whose mothers are going into war industries and community services in increasing numbers.

We recognize and assume our responsibility to help in the safeguarding of the health, conduct and general well-being of these war-time orphans. This obligation will entail our help in keeping schools and school-grounds open for extended hours, and in our utilizing all available space, housing, equipment, services, and talents to make a program which will interest and protect children from two to sixteen.

3. To utilize the results of educational research in the following ways:

- a. to examine critically and thoroughly, outstanding contributions from recent research in education in selected fields

- b. to assemble major findings in research and present brief summaries in usable form to educational groups, parent groups, and to individual teachers, parents, and others
- c. to strive to increase teachers' understanding of the results of research studies
- d. to make an effort to reduce the gap between the findings of research and its application to classroom procedures.

4. To give continued support to the Committee on Cumulative Records and Reports to the end that materials and recommendations thus far developed find maximum use in the elementary schools of the state.

It is expected of the American public school that it develop in boys and girls those individual abilities and capacities that contribute to useful and happy living and those social and emotional traits that promote group consciousness and contribute to the understanding of, and participation in, the functioning and improving of our democratic social structure.

In order that these goals be realized to the fullest extent, it is essential that the teacher understand and use effectively the known facts regarding the growth and development of children, and that those basic understandings, together with the fullest possible knowledge of the individual needs of the children under her guidance, form the basis of the school program of work. Briefly stated, the program must take into consideration these factors: (a) learning takes place as a result of interaction with environment, (b) learning is the result of satisfying felt needs, (c) learning changes the whole organism, (d) learning is conditioned by individual mental capacity, physical condition, emotional stability, social adjustment, past experiences and present environment.

The teacher must accept the child as he is. The environment may be adjusted and controlled according to his needs. The effectiveness of the learning will to a great extent depend upon the teacher's recognizing the needs of the child and providing an environment which permits and encourages active satisfaction of the normal drives which promote growth and development; namely: (a) the desire to satisfy curiosity, (b) the urge to communicate and share, (c) the desire to imitate adults, (d) the desire for esthetic creative endeavor, (e) the urge to manipulate and construct, and (f) the need to be physically active.

If the program of the school is to be determined by the interests, needs and abilities of the children, it is essential that every means be used to give the teacher as complete an understanding as possible of each child, his past experiences, his home and environmental contacts, and his

mental, social, and physical development. The individual cumulative record is intended to serve this purpose.

5. To help create a world society in which there is peace on earth and good will toward all men. In the opinion of the school supervisors of California this task is possible and feasible. They see in this hour of world conflict the continuation of man's age-old struggle for the ideals of democracy—the freedom of man to find his ultimate happiness in the welfare of all men. They know that out of the travail to follow may be born the beginnings of a world unity in which all men will strive together for the happiness of each individual within the framework of the welfare of all.

The supervisors know that the extent to which this age-old dream of all free men may be realized lies in the understandings, insights, and attitudes of the people of the world. They know also that only through an education which is built upon a foundation of these principles can these understandings and attitudes become an integral, functioning part of all humanity.

To the achievement of that supreme end the supervisors dedicate themselves. This involves the identification of mind, body and spirit of themselves as persons with the forces, ethical and spiritual and thus democratic which endeavor to understand the needs and aspirations of all men living upon the earth today—not only the needs and aspirations of the Americans who work in the fields, the mines, the factories and sky-scrappers but also those of the men who toil in the hot lands of the jungle, in the icy polar regions, and in the great commercial centers of Europe, Asia, the other Americas, Africa and Australia. It involves the building in themselves of attitudes which demand courses of action in behalf of the needs and aspirations of all men.

The supervisors know that these emerging, long-time goals for the happiness of mankind depend upon a continual stream of enlightened persons attaining world kinship. The task of providing this stream of truth-seeking, thoughtful persons begins with parents in the home, but depends largely upon the education in the school for its achievement. Thus, the supervisors accept as the most important of their responsibilities the guidance of teachers in the building of understandings and attitudes in their children which will render them effective members of a world society which is essentially democratic.

Because the medium through which the school helps the child to become increasingly an understanding, contributing, participating mem-

ber of his world, is the social studies curriculum, the supervisors of California are pledged to the following program in regard to the social studies:

- a. to give to the social studies, which center in man's activities in his world as he has sought to satisfy his basic human needs, first place and first consideration in the program of the school
- b. to understand better the purposes of the social studies and the basic social concepts which should be the result of good teaching of the social studies
- c. to work within a flexible framework of human experience which will guarantee to each child a growing body of understandings and attitudes that will render him an effective member of a society which includes all humanity
- d. to work within such a framework to the effect that meanings and concepts develop in accord with the needs of children at each maturation level
- e. to work within the framework to the end that the experiences involved in any area of human living emerge as children feel needs and seek to satisfy them
- f. to bend every effort to teach the social studies in ways meaningful to children so that they will couple their understandings with feelings that bring about the will to act
- g. to continually evaluate the outcomes of children's experiencing to determine whether the understandings and attitudes undergoing development are in line with national and world unity
- h. to investigate all efforts upon the part of laymen, press, organized bodies and school people to reduce emphasis upon this most important aspect of school life, or to deprive the child of his world kinship by programs which are nationalistic or hemispheric only in scope
- i. to protect with unfailing strength and courage the leaders in education whose vision into the world-to-be prompts them to encourage teachers to place greatest emphasis upon the wider and more important aspects of the school curriculum
- j. to form a strong, articulate body of professionally- and socially-minded persons who will protect in every way the educators right to shorten the period of travail after the present conflict and to facilitate the growth of a world at peace through their work with the young people of the earth.

6. To study ways and to provide means for giving the public a true picture of California's program of elementary education and to enlist support so that continued progress in education can be made.

We recognize in the present attacks upon education by portions of the press, a deliberate attempt to undermine the confidence of the citizens of California in their schools. We consider these attacks to be directed toward public education as a whole in order to effect changes in the school program which would be inimical, in the long run, to our continuance as a democracy.

We, therefore, stand ready to formulate and carry out, in conjunction with other educational organizations, programs of action to counteract misinformation about our school program and to take positive steps for giving the public accurate information. The California School Supervisors Association hereby requests that our State Superintendent of Public Instruction consider the advisability and feasibility of creating in the Department of Education a Division of Public Relations, and the appointment of a director of this division whose duty shall be to guide, direct and promote a better understanding of the intent, purposes, and procedures of the educational program in California.

7. To work toward making the kindergarten an integral part of the public school system of the state through (a) state support of education for kindergarten children, and (b) through the further development of teacher education programs for elementary teachers which emphasize the dynamic factors of the growth and development of young children.

Our concern in this field is based upon the knowledge that the early years of the child are infinitely important in the formation of the total personality. The attitudes and habits formed before the sixth year may make or break the child's ability to achieve poise, self-confidence, and the art of living and working happily with others.

We pledge ourselves to develop within our own group better methods of evaluating the kindergarten program, and to make suggestions continuously for its improvement and enrichment.

8. To support a dynamic program for the improvement of rural education. It is the belief of the School Supervisors Association that the education of rural boys and girls constitutes a problem of tremendous significance to our state and nation. More than eighteen million, or over half of the children of the nation, live in rural areas or in communities of less than twenty-five hundred population. The rural areas, rich in the potential adult citizens of our country, are poor in the financial

resources essential to maintain an adequate educational opportunity for rural children.

Because our national welfare is dependent upon an enlightened citizenry, the California School Supervisors Association pledges itself to a program that involves:

- a. adequate and equitable distribution of funds on a federal, state, and county basis to guarantee a good educational program
- b. the reorganization of school districts so as to make larger units for purposes of administration and taxation, in order that better school facilities, social opportunities for pupils, and better equipped administrative and supervisory personnel may be provided
- c. adequate training of professional personnel for rural schools including full consideration of the need of differentiated training for rural teachers, rural school supervisors and administrators
- d. adequate adaptation of courses of study to the needs of rural children including the more intelligent use of the local environment and the organization of instruction in ways which will be most effective with multigraded groups
- e. adequate programs of public relations which will guarantee that parents understand the purposes of modern education and their responsibility for maintaining conditions in rural areas which will guarantee safe, sanitary, and educationally serviceable school plants, adequate instructional materials and library service, well-trained teachers, social opportunities which will make rural teachers an integral part of community life, and health and psychological services which will meet the general and specialized needs of rural children
- f. adequate educational opportunities for the physically-handicapped child in rural areas
- g. insistence that the rural school plant be given full consideration as a part of the postwar reconstruction, rehabilitation and employment programs for the State of California

To this end we pledge ourselves actively to cooperate with all other organizations, both professional and lay, to further the purposes of equalizing educational opportunities for rural boys and girls.

9. To request the establishment of an audio-visual service center in the California State Department of Education, and the appointment

of a coordinator to carry out the functions as outlined herein, and to channel the support of the association to the end that adequate appropriations are made by the Legislature to establish and to finance such a center.

The major function of this coordinator would be to make available a voluntary service coordinating the audio-visual programs of the several audio-visual departments throughout the State of California by performing the following duties:

- a. to gather, evaluate and disseminate throughout the state, information regarding all good audio-visual aids relating to:
 - (1) war information and training
 - (2) vocational training
 - (3) regular curriculum subjects
- b. to function as a clearing house for experimental studies and research activities relating to this field
- c. to set up and publish standards and qualifications for equipment and instructional materials, and to help guide producers in their production
- d. to help organize in-service training of teachers in the use of equipment and materials
- e. to encourage the teacher education institutions to set up required courses in the use of audio-visual materials
- f. to help supervisors and administrators operate a functional program which makes effective use of all these modern educational tools
- g. to edit and supervise the publication of a regular bulletin to include bibliographies, methods, new materials and equipment.

To this end, the California School Supervisors Association will call a meeting before February 1, 1944, of the representatives of the following professional organizations to draft a bill providing for the establishment of a state audio-visual service center and the appointment of a co-ordinator to carry out the functions of such a center as outlined above:

Association of California Public School Superintendents
California Association of County School Superintendents
California Elementary School Principals' Association
California Secondary School Principals' Association
Audio-Visual Aids Association of Northern California

Audio-Visual Aids Association of Southern California
California Teachers Association, Radio-Visual Committee and
Legislative Committee
California Congress of Parents and Teachers
Audio-Visual Education Committee of California School
Supervisors Association
California Association for Childhood Education

Copies of this resolution will be forwarded to the president of each of the aforementioned professional organizations with the request that it be considered by their official body and that they adopt a similar resolution.

10. To support legislation designed to clarify and improve the relationship between the State Board of Education and the State Superintendent of Public Instruction. Expert opinion in the field of state school administration is agreed that a state board of education should consist of a body of laymen selected on the basis of previous evidence in their local communities (a) of a socially-minded interest in the welfare of children and youth, (b) of experience in the civic affairs designed to promote the general welfare, and (c) of ability to make intelligent and considered judgment on the general policies which should govern education. Members of such a body of laymen should serve for a term of not less than seven years, such terms to begin and terminate in such a manner as to guarantee to the board maximum aloofness from political pressure. So constituted, the state board of education should be a policy-making body which delegates executive responsibility for the state school administration to a trained and experienced professional school administrator.

11. To give watchful attention to the activities and procedures of the State Interim Legislative Committee now holding hearings relative to public education in California. The schools belong to the people and all educators fully recognize the right of the people to have the kind of schools they want. It is our considered judgment, however, that the rights of the people will be served only as such inquiries are conducted in a spirit of fairness to the educational leadership of our state. We condemn the acceptance of hearsay and unsubstantiated statements as evidence in any investigation of the schools of California. We believe such an inquiry conducted in a manner to reveal objective evidence on the educational program cannot fail to redound to the credit of the educators of California.

Because of our profound interest in the future welfare of our state, we would seriously urge that all available technics of scientific evaluation be employed to survey the present status of education in California in order to arrive at a just appraisal upon the basis of which the schools may make continuous progress.

The California School Supervisors Association pledges to the Senate Interim Committee fullest cooperation in ascertaining the truth concerning the public schools by every means acceptable to unprejudiced persons whose aim is the constructive development of the service of education to the people of California.

12. The California School Supervisors Association wishes to express its sincere gratitude for, and confidence in, the excellent educational leadership exercised continuously by the members of the State Department of Education. We fully realize that it would be impossible for us to carry out our program of professional work from year to year without such a type of professional leadership. We pledge our continued cooperation with the State Department of Education and stand ready to assume our full share of responsibility for educational progress in the State of California.

The California School Supervisors Association hereby expresses special appreciation to Walter F. Dexter, Superintendent of Public Instruction; Helen Heffernan, Chief, Division of Elementary Education; and Lillian B. Hill, Chief, Bureau of Child Welfare and Attendance.

We wish to acknowledge the splendid service rendered by Bernard J. Lonsdale as President of the California School Supervisors Association for the past two critical years. We feel that he has well earned the personal and professional gratitude of the educators of California by his untiring efforts in the interests of educational progress.

Respectfully submitted,

/s/ FRED L. TROTT

CLIFFORD E. BYERS

ELIZABETH L. WOODS

HARRY H. HAWORTH

ELOISE MAYS

RUBY LARSON HILL

MARIAN JENKINS

HAROLD W. KAAR

VERNON O. TOLLE, *Chairman*

BLUEPRINT FOR TOMORROW: REPORT OF THE 1943 CONFERENCE ON DIRECTION AND IMPROVEMENT OF INSTRUCTION AND ON CHILD WELFARE

Prepared by **ELDA MILLS NEWTON**, *Assistant County Superintendent of Schools, Butte County*

For the past twenty years the school supervisors of the State of California have met annually to consider the problems and conditions which are affecting or may affect the development of the program of education for the children of the state. At the opening of the annual conference, held October 19-22, 1943, at the Hotel Biltmore, Los Angeles, Miss Helen Heffernan, Chief of the Division of Elementary Education, California State Department of Education, sounded the keynote of the conference, the approach to the solution of postwar problems through education. Miss Heffernan said,

America is now embarked upon a crusade of the greatest social significance. We are engaged in the death struggle between fascism and democracy at the outcome of which we as a people face tremendous responsibility in postwar reconstruction. The United Nations dare not rest content with winning this war. Unless we carry through the task of devising a form of world order in which aggression will not pay, the war will have been fought in vain. Our war and peace objectives demand the emergence of a better world after the war. . . .

How shall education make its fullest contribution to the development of such a world order? Education must supply the highly tempered weapons for the victories of peace. Weapons which will replace ignorance with understanding, indifference with social concern, apathy with a will to act in the interests of the common good.

In this conference we will go to the creative thinkers of our day to find the blueprint for tomorrow. We must go to the source

scientists—to the chemist and the biochemist, to the physicist and aeronautical engineer, to find the dreams which will become the realities for tomorrow. We will find the blueprint for tomorrow in communication with our social scientists—our economists, sociologists, geographers, cultural anthropologists, and social psychologists. And finally, we will find tomorrow in the dreams of the great artistic forces of today. Esthetic expression is a record of the life of a civilization. It is the ultimate judgment of the quality of a civilization. . . .

To education falls the heaviest responsibility for ultimately all problems are educational problems. What a man says or does depends upon his understandings and attitudes. The building of understandings and attitudes is the major function of education.

At the first general session, Malbone W. Graham of the Department of Political Science of the University of California at Los Angeles surveyed the world scene and gave a broad view of the contours of the postwar world as they are at present discernible. Dr. Graham said,

We stand at a point in history where the war's outcome is definitely predictable. We can see the end plainly written for those who entered into the nefarious conspiracy to destroy the free world. But the world after the war will not be the same world as that which the victorious peoples knew before. Vast problems of material reconstruction lie ahead.

Dr. Graham further pointed out that new and broader patterns of thinking must prevail, that the independent nation idea must be replaced by the world-interdependent idea, that political, social and economic problems are inseparable, and that peoples of the world face a collective destiny.

Toward the end that this destiny may be good, Dr. Graham suggested the necessity of an agency serving as director general of international affairs. Such an agency would need to be independent, to have positive jurisdiction, and to be implemented with power. The United States must this time not turn back from the gains made in accepting large military, economic, and political responsibilities during the war but must continue to recognize and accept its share of responsibility for world affairs

after the war. He placed upon educators the task of bringing to youth the consciousness of larger political responsibilities and necessity of expanding the focus of their loyalties.

Although not ignoring the material side of the picture, Professor Graham believes that the hub of the problem is psychological.

Ours is the problem of enlarging the human horizon and widening the scope of our societal loyalties. It is our fundamental task to find the way to link to enduring cooperative institutions the generous impulses and high aspirations born of the suffering endured in the war. . . .

As chairman of the session on "The Source Sciences and the Postwar World," A. S. Raubenheimer, Dean of the College of Letters, Arts, and Sciences, University of Southern California, sounded a warning against expecting the broad daylight of peace to follow the darkness of war directly. The world is now emerging from the blackness and facing a glimmer of the dawn of a new world on an earth whose physical resources are ample to provide human comfort and happiness for all peoples. We must not be confused by immediacy but proceed toward the ideal by being always conscious of the best next step.

In his presentation, "How Chemistry Is Changing Our World," C. S. Copeland, Assistant Professor of Chemistry, University of Southern California, defined a chemist as a mechanic who manipulates atoms and molecules.

The outstanding discovery of chemists, namely, that the atom could be made unstable, has given rise to a whole new field in chemistry. The use of both radioactive atoms and stable atoms as tracer elements is helping to find answers to such problems as the way in which the body utilizes food, the way in which plants use the mineral constituents of the soil, and the process by which plants utilize sunlight to produce so much of our food supply.

Through the rearranging of the patterns by which atoms are combined into molecules, many new materials are being produced. Among these, synthetic rubber is probably the best known. In the field of constructional materials, plastics, cement,

glass, and metal alloys, are furnishing industry with substances practically tailor-made for the job. Chemical research is giving us better cotton products, detergents that have antiseptic value and are active in hard and in cold water, insecticides for the control of all type of pests, and high octane, antiknock gasoline that may revolutionize industry.

These things and more the chemist can do, but the discovery of new materials gives rise to new industries replacing the old, and economic problems result. Mankind can benefit from the work of the chemist only in so far as his economic and social growth keeps pace with scientific knowledge.

A paper on "The Influence of Current Research in Physics Upon the Postwar World" was presented by Joseph Kaplan, Professor of Physics, University of California at Los Angeles. He pointed out the narrowing that has taken place in the sphere of research of the physicist. From the time of the old school physicist, when his world was limited to mechanics, to the discovery of radar in 1936, the physicist has "been driven further and further into the atom" to discover new sources of energy. He indicated that most discoveries were simple recognition of existing facts made by young men who were not bound by traditional thinking. He paid high tribute to the schools of today saying, "Scientific thinking, courage, and initiative are inherent in the thinking of the youth in our elementary and secondary schools."

H. J. Deuel discussed the "Role of Biochemistry in the Peace." He stated that war necessities had accounted for the production in astronomical amounts of such current necessities as the antimalarial agent, atabrine, and such powerful antiseptics as the sulfa drugs. Ample supplies of these organic compounds are assured for all the world after the war and should do much toward alleviating the suffering from the diseases and infections in which they are effective.

In the field of nutrition, also, great strides are being made. The substitution of vegetable proteins, soybeans, cotton seed, and peanuts for animal proteins and the synthesizing of "beef-

steak" from yeast may help the world's protein supply. The production of some of the vitamines synthetically has placed their cost within the reach of most people. There will, no doubt, be increased fortification of popular foods with vitamines; there will be widespread nutrition education and perhaps increased attention given to problems of nutrition by the scientific journals. The hope of a future better world lies in international co-operation in the solution of nutrition problems.

C. H. Siemens, Assistant Professor of Education, University of California, Berkeley, in speaking on "Aviation and the Postwar World," stressed the rapid developments in aviation resulting from the war, citing as an example the fact that as many as two hundred changes have been made in a month in the B-24 bomber. The increase of efficiency in aviation is concerned with improving propulsion, increasing lift, and refining control. The world war has greatly speeded up improvement in all three of these phases. In addition, thousands of our youth have become skilled pilots and experienced fliers; the world is becoming flight conscious; space is being eliminated. The postwar world must continue the solution of the sociological, economic, scientific, and psychological problems created by the drawing together of the world by air travel.

There will be immediate economic problems of converting war plants to the manufacture of peace-time planes. There will be the perfecting of the safety measures for privately owned planes. There will be highways and traffic control of the air. These together with the production of "a roadable plane of reasonable maintenance expense" will make flight the travel of the future.

Fred L. Trott, Director of Curriculum, Tulare County, presented four social scientists: Gordon S. Watkins, Professor of Economics, Dean of the College of Letters and Science of the University of California at Los Angeles, speaking on "Economic Problems of the Postwar World" said,

It is the part of wisdom to plan now for the economic problems which the period of readjustment following the war will present to

the United States. Failure to discover workable solutions of these postwar economic problems may result in serious disintegration of the efficient productive organization which we have created during the war emergency. The fruits of victory cannot be won unless we can forestall a serious breakdown in our own economy and the economies of other nations.

The output of our economic organization and, consequently, the increase in our national income has about doubled in the period between 1940 and 1943.

The question which every thoughtful American is asking these days is: 'Can the United States transfer the unprecedented experience of wartime to the period of peace, and thus assure full production and full social security?' It would be unwise to say that this cannot be done, even though in time of peace there is lacking the patriotic incentive to production that always appears in the war emergency. Intelligent cooperation between the owners of capital, the managers of industry, laborers, and government can do much to guarantee the continuance of our economy on a prosperous level even after the war ends.

There is no magic formula that will resolve our postwar economic difficulties. The solutions are complex, ranging from a wise policy concerning the termination of rationing and price controls to the encouragement of free enterprise and rational program of taxation. Foreign policies will be as important as domestic policies if we are to avoid a collapse of our economy after the war. There must be intelligent international economic cooperation in order to encourage free trade, escape obstructive tariff barriers, and provide credit facilities. It is to the United States that the world must look for guidance and assistance in winning the economic fruits of victory and in creating a durable economic stability, without which victory cannot be implemented.

Yu Shan Han, Associate Professor of Political Science, University of California at Los Angeles, speaking on the topic "The Orient in the Postwar World," largely confined his discussion to China. He said that in spite of wholesale destruction of the property and life and enforced adjustments, China has gained a spirit of self-reliance, national confidence, and a new dignity for gallantry and for undaunted faith in the victory of the right.

China's objectives and ideals in the war have been simply stated by Madam Chiang Kai-Shek. ". . . but we, like you and the other United Nations, shall see to it that the four freedoms will not assume the flaccid statutes of ethical postulates no matter how belated the victory. We shall not be cozened by an equitable peace. We shall not permit aggression to raise its satanic head and threaten man's greatest heritage: Life, liberty, and the pursuit of happiness for all peoples."

China has an age-old heritage of democracy; her language and her basic political structure are drawn from nature and are understood by all of her people. She has had for twenty centuries a system of civil service examinations which assures a government by the people through the educated representative, and education in China has never been the monopoly of the rich nor the privilege of the nobility. China's proverbs constitute a democratic factor of education, since they have been the common language of the entire Chinese people.

China in the postwar world will be a constant factor that can be counted upon for the general advancement of human progress, and whatever part she plays will affect 1,150,000,000 people. She will be chiefly concerned with her internal reconstruction and will welcome foreign investment both economically and culturally.

Reciprocity is the highest ideal of the postwar world.

The East and the West have met. They must live in war and in peace. American citizens, with the welfare of their own country and the fate of the democratic process in their hands, must know and understand the East that they may wisely act.

Carey McWilliams, author and lecturer of Los Angeles, commented on the enormity of the topic, "Sociological Problems Confronting Postwar United States," and limited his presentation to a discussion of the problems of minority groups. He pointed out the existence in the United States of many types of such groups, resulting from racial minorities, geographic backgrounds, and social and economic stratification. There are many types and degrees of discrimination in the multiplicity of phases

of American life, the effect of which is to weaken our cultural structure and make national solidarity difficult.

The war seems to have had the effect of breaking down, in a measure, the internal isolationism of some of the groups. While war may have changed the nature of the problem, the public mind is probably not changed. Ideologies are basic, and public opinion is only the changing or unstable attitude toward ideologies. Our ideologies have not kept pace with our technological changes. Through close contacts and common purposes public opinion is swayed to respond to the one-world-four-freedoms-for-all-mankind ideal, but our basic ideology maintains that this is a white man's country. These racial segregations are unfortunate for the dominant group as well as for the minority, for they produce an aching conflict between conscience and culture.

True fulfillment of the democratic ideal in the postwar world lies ahead in the recognition that our inward strength is in the unity of purpose of many groups bound together by a belief in freedom.

The War and America's Destiny was presented by Dr. Adamantios Th. Polyzoides, Associate Professor of Political Science, University of Southern California. Dr. Polyzoides outlined briefly the positions of the aggressor nations at the present time. He stated that 100 million Germanic people in the center of Europe control the lives of 200 million people around them. Japan, at the present time, controls 150 million people in China and 80 per cent of her railroads; she controls Indo-China, Malaya, Burma, and many Pacific islands. Of all these peoples, only China stood up in resistance to Japan, while the others accepted subjugation as inevitable.

Germany's position is more difficult than Japan's. She is hemmed in by two great powers and is attempting to hold in check millions of rebellious people. Japan on the other hand may be able to stabilize the unresisting peoples of the East under her domination. Japan controls the three great rice production areas and thus controls the food supply. Japan controls the Malayan rubber supply and, given only a little time, may well

develop the raw materials of these countries into a production that will make possible a hundred years war. The prevention of this catastrophe is America's immediate problem. While so doing we must be preparing ourselves for facing the necessities of the postwar world.

We must be ready to accept a continuance in peace time of some of the wartime economic controls, we must give up some privileges and postpone the realization of some ideals in order to save them. America must accept the leadership, must build into future generations a sane understanding of what democracy means, must develop a realization that it is not a social whim of a few but a whole nation dedicated to implanting democratic ideals into a great and sane idealistic future.

For the discussion of The Arts in the Postwar World, Bernard J. Lonsdale, President of the California School Supervisors Association, presented Ralph Freud, Lecturer in Public Speaking, University of California at Los Angeles.

Mr. Freud pointed out that in this present world conflict civilization is momentarily in suspension. Following the war we will live in a convalescent world before we achieve true civilization. During this period we may expect art to pass through a transitional period characterized by imitation. As it approaches an expression of true values, there will be a reinterpretation of the place of beauty in art, and art will be finally established not as a reproduction of subject matter but as a means of expressing truth.

The popular arts, advertising, movies, and home decoration, those subsidized by commerce in which the economic factors predominate, will no doubt be dominant. It will be the problem of education to condition the public mind to the recognition and appreciation of the good true art.

The elementary school child to whom art is real, who enjoys expression because he wants to, who has the courage of his desire for creative expression, more clearly approaches true art than students at any other level.

In a convalescent world art will be a spiritual force contributing to the well being of the physically broken; it will serve as

a stabilizing element to the emotionally disturbed. In the healthy, peaceful, world civilization to follow, it will exemplify a strict adherence to truth.

Arnold Schoenberg, Professor of Music at the University of California at Los Angeles, spoke upon the effect of the mechanization of industry on creative endeavor and pride in accomplishment. He pointed out that in developing mass production we have destroyed the interest, ambition, and enthusiasm for accomplishment that was felt by the craftsman who created a design and carried it through to completion. This drive to mechanization has carried over into the arts where in music we have come to give more attention to the performer and performance than we have to the creator of the composition or the composition itself. Mr. Schoenberg looks forward to a postwar world where there may be a restoration of the crafts and a resurgence of personal pride in creative accomplishment as well as a national recognition of the contribution of creative thinkers.

Martha B. Dean, Director, Division for Women, Department of Physical Education, University of California at Los Angeles, presented an unrehearsed dance group to demonstrate the possibilities of the dance as an expression of the cultures of the postwar world. Miss Dean stressed the fact that we face a world in which barriers of time and space have been lowered and energies concentrated. We face a world dominated by change. We must recognize the need of developing people who can adjust to change, who can recognize the responsibilities of interdependence. This requires of the individual a wholesome awareness of self, a belief in the integrity of his ideas, and an assurance of personal control and self-direction. It presupposes an organization of the individual in relation to his group, a personal adjustment to time and space, and demands that the group assume direction and develop the techniques of group planning.

Throughout the conference, as the leaders of thought presented the possible contributions from their fields of endeavor to the civilization of the postwar world, there was a growing consciousness of the complexity of the problems emerging from the

increasing interdependence of peoples, the breaking down of old patterns, and the building up of new ones. There was continuous evidence that the resources of the earth and the abilities of mankind are sufficient to provide an ample material culture for all humanity. There was equally strong evidence that only in so far as the democratic nations are able to recognize and understand the problems of an interdependent world, to broaden the scope of their loyalties, and to accept the responsibilities and the restraints of leadership, can the postwar world realize the aims of permanent peace.

PHYSICAL WELL-BEING IN THE WORLD AT WAR¹

C. MORLEY SELLERY, M.D.

Director, Health Service Section, Los Angeles Public Schools

The American people have had a rude awakening. We had forgotten that freedom had to be striven for, defended by the valiant, and protected by constant watchfulness. Our fancied security lulled both leaders and people into slothful indifference. Millions in our country suffered from disease and malnutrition. Manpower and womanpower were cheap, a drug on the market. Few men were needed to guard our shores and women were called on to bear only the minimum number of children and discouraged from glutting a labor market already surfeited with workers.

Then suddenly the great American nation was assaulted. Aghast, humiliated, infuriated like a sleeping bear goaded by hungry wolves from its rightful and customary privilege of hibernation we lumbered into action. We had thought that our size and wealth would protect us, that the oceans and friendly neighbors which surrounded us like a moat, precluded assault from without.

Our sense of self-preservation is at last awake, at least so far as the physical care of our older youth and especially of the men of our armed forces is concerned. Our physicians and dentists are being called in ever increasing numbers from civilian life to care for our armed forces properly. What a tardy recognition of the value of medical and dental services in maintaining the health of our people.

The great American dream of pacifism is over. The peoples of the world are on the march. Consciously or unconsciously they are reaching out for their share or what they can

¹ An address delivered on July 23, 1943, at the Conference on Supervision, University of California at Los Angeles, Summer Session, July 19 to August 6, 1943.

take of the good things of this world. The airplane has nullified our oceans as a protecting barrier. It has made neighbors of all men. Our moat has gone. It is unthinkable that poverty and riches, disease and health, together with racial prejudices and discrimination, can exist side by side without continual struggle. This is America's problem, America's burden for possibly the next century. We must shoulder it successfully or the fertile teeming peoples of the world may swarm over us and overwhelm and suffocate us by their numbers.

Our success in this struggle, our monumental task of world leadership will depend in the final analysis on our understanding of these social and economic world problems and on our health as a nation. For decades world circumstances have enabled the American people to be profligate with both their raw materials and their manpower. Now every man, woman, and child counts for victory. Only total health of the nation can save us. Our conception of health has been inadequate. We have been satisfied with existence, with 50 per cent efficiency, with flabby muscles and big stomachs, with sloppy thinking. We have nursed our neuroses; we have tolerated our social wastages, our maladjustments. We have tolerated malnutrition, malaria, syphilis, gonorrhea, hookworm, pellagra, tuberculosis, dental decay, and many other preventable conditions and diseases. The time to rise up as a nation and demand total health for our people has arrived, nay more, it is imperative if we shall survive. In this merciless war of attrition which faces us in the Pacific when the bastions of Europe have fallen, who can question that the highest type of national morale, of physical and mental, and social and spiritual health will be necessary to conquer our foes and set up a world which will provide for the normal aspirations and needs of its hungry millions. Never have any people faced such a challenge to their survival. The major burden and responsibility will fall on education.

How should we approach this problem of achieving total health for our people? First, let me say with sincerity, with honesty, without excuses: it can be done, at least to an extent hardly dreamed of. The thing which is needed is the same

energy, devotion, resolve which we have thrown into the manufacture of munitions, of ships, of airplanes, of the destructive instruments of war.

During the depression we said there was not money; we could not afford health services; school physicians, dentists, and nurses were dismissed. Public health departments were reduced to so-called minimum essentials and vital services were discontinued. Then Pearl Harbor galvanized us into action. We discovered, what I trust we shall never forget, that as a nation we can afford anything and everything which is necessary to national salvation.

We are resolved that if it takes all our oil, all our mineral resources, and as many of our youth as necessary, our enemies must be beaten. If the army and navy and air force require two hundred billion dollars more, it must be forthcoming; it shall be forthcoming. As long as we have a resource left it is expendable in securing our freedom as a nation.

The disquieting part of the picture, however, reveals that the American people still do not believe that total health, total fitness, 100 per cent health for all the people, is necessary to national survival.

We have accepted, for instance, that over 60,000 of our people must die of tuberculosis yearly, as many individuals as died in action in the first world war. The medical profession, the public health departments of our country have the knowledge, the means at their disposal for the early discovery of tuberculosis. We could wipe out this disease in one generation. It might cost as much as several battleships to save those 60,000 and succeeding 60,000's. Our health departments are told that we cannot afford the money. It is too expensive. In ten years we would have saved 600,000 Americans and all the worth-while things which they could have done for their country, and the buildings and equipment and workers' time which went into caring for them. All this could have been saved and yet the taxpayers believe we cannot afford to find these cases. The truth is that we cannot afford NOT to find them.

The time has come, in fact, the time is long past when the United States can afford to allow 60,000 people a year to die of tuberculosis and each one before breathing his last pitiful breath, infecting an average of four others. The underprivileged, the unfortunate, the neglected have a way of claiming their kinship with the human race by infecting those with whom they come in contact.

The eradication of tuberculosis is only one example of what might be accomplished in achieving total health if the enormous financial and scientific resources of our country were applied to the solution of our problem. To the public health worker the gap between what we know how to do and what we are permitted to do by the level of health knowledge and the financial limitations placed upon our programs is nothing short of tragic.

In making our people conscious of the imperative need for total health and in starting our youth on the road to total fitness our schools have a major responsibility. This can only be accomplished by a proper attitude. There must be an awareness, a comprehensive understanding on the part of administrators, supervisors, and teachers that the most significant contribution which they can make to the education and welfare of the oncoming generation is the achievement by each individual student of that highest physical, mental, social, and spiritual health of which he is individually capable.

A school system which is dedicated to such a program will have a health education program which comes first in the curriculum. Health instruction in the schools is a many-sided educational experience. Health knowledge must be imparted, correct attitudes on health developed, and the learning process expressed in terms of proper habits of daily living. To do this successfully will in most school systems require reorganization of the curriculum. It may be necessary to teach children less about Egyptian mummies and more about nutrition and health habits. It will be important to integrate health teaching properly in all phases of the curriculum at every grade level, seizing the golden opportunities for health instruction which exist in all

fields, especially science, home economics, social studies, and physical education.

There will also be a well co-ordinated program of health service and health education. The physical examinations and health inspections will be utilized as unparalleled opportunities for health education.

Physical education programs will be geared to pupil health needs and adapted to the health status of the different types and ages. All teachers will feel that they are health teachers and that they have a major responsibility for the health instruction and guidance of the generation of young people which they serve.

CARE OF TWO- TO FIVE-YEAR-OLDS IN CHILD-CARE CENTERS

LOVISA C. WAGONER, *Professor of Child Development, and Principal of Children's School, Mills College*

The care of two- to five-year-old children in groups outside their homes, eight hours a day, six days a week, involves a reorganization of attitudes toward management and education of children, modification of practices and procedures, and requires housing and equipment such as never have been available, at least in sufficient quantity.

This is another way of saying that the care of children of working mothers in wartime, like so many contemporary conditions, makes such demands upon the community as it never before has been called on to meet. For meeting these demands we have a great deal of experience gained in similar situations. Day-care homes, nursery schools, child-care institutions, foster homes, recreation centers, day camps in particular, to say nothing of public schools, all these have given us significant and basic experience which now must be recombined and utilized in new, unexpected ways.

This utilization of previous experience in new ways requires imagination, the pooling of information and skill, the reconciling of many different points of view. Custodial care is not enough, nor does it in any way satisfy standards of school superintendents, many of whom are distressed by differences in quality between the provision made by the school for its pupils and the facilities available for extended school care.

The brighter side of this picture is provided by the school officials and the staff members of child-care centers who are offering to children more than custodial care, and are making valiant effort to see that the child-care centers substitute in an adequate way for the home care which in normal times would be the

child's right. Certain centers have made greater progress than others, and the hopeful aspect of this difficult and complicated matter lies in the interest and concern of citizens and officials.

Wartime child care is offered by various agencies, through private facilities, by organizations sponsoring child-care centers, and by industries which maintain child-care centers in connection with plants and factories. The chief effort to care for the children of working parents is, however, being carried on chiefly under federal provisions and with the use of federal funds.

Day homes and other organizations already at work have enlarged their facilities and extended their programs. Many private arrangements have been made, some of which call themselves schools, and some of these are schools in the true sense of the word, but others are completely inadequate. Machinery for supervision of such private venture does not exist.

Organizations such as the A. W. V. S. [American Women's Voluntary Services] are sponsoring child-care centers. Industries have brought their resources to bear on this problem by collaborating with state and local school officials or by maintaining centers for the children of women in their employ.

Federal funds have been made available under the Lanham Act. In California grants to school districts under this Act require a prior recommendation by the State Department of Education. All Lanham Act funds are at present administered by the Federal Works Agency. In addition to federal funds, the state legislature appropriated \$500,000, stipulating that this money is to be administered by the State War Council. None of these state moneys has yet been made available to districts. Federal funds must be matched by local funds.¹ This is done in part by fees paid by parents and in part by contributions of local communities. No taxes may be levied to meet any deficit. The cost per child, even for custodial care during the day shift, is heavy. The cost of caring for children during the swing and

¹ The Federal Works Agency no longer requires that the community match the federal grant. The maximum daily fee for each child is now 50 cent for standard daily care. This care includes one full meal and two supplementary meals. This change has been made since this paper was prepared.

graveyard shifts is much greater, for careful planning reveals the fact that this means provision for sixteen to twenty hours of care during each twenty-four. Fees charged families for each child vary from 50 cents to \$1.00 a day. If it were true that all women employed earned the large wages so much advertised, or if in every family both parents were earning good wages, or if there were only one child in each family, there would be no question of meeting such fees. In one child-care center, however, the incomes of the families of the children ranged from \$70.00 to \$700.00 a month.

Obviously the more children there are in the family, the greater the cost for fees if the children are kept in a center. More often than not it is difficult to pay the charges. Consequently, many centers have adjusted fees reducing the amount for each child in a family progressively as the number of its children enrolled increases. Some centers, if the mother is the sole support of the children, have a stated fee which is less than the fee charged families in which both parents are working. Scholarships provided by industry, by organizations, or in other ways, have been made available for children whose mother could not bear this additional cost from her income.

In this country parents are accustomed to providing for the cost of public education by means of taxes and naturally assume that all activities in any way connected with the public school are to be supported in this way. Many parents object therefore to paying the fees. For their own part, many of these parents have never made any kind of cost accounting to determine expense of keeping the child at home, by estimating the mother's work in terms of cash and time, and the cost of materials they provide for the children's use.

The means of financing the care of children in centers plays a determining part in the kind of organization and in the quality of service which can be provided. Such care is an expensive business, and as is always the case, quality is not inexpensive. Parents are coming to understand the basis of support and to realize that the centers meet a particular need incident to war

conditions, since they serve only one group in the community and not every family as in the case of the public schools. Therefore, these centers should be financed at least in part by fees. Methods of intake and the sliding scales of fees developed in day nurseries are not useful as a guide. Any sort of case study aimed at determining financial status is naturally resented, and yet the need for counsel and for information is as great. Again the point is that the particular needs to be met are not those for which we have well-developed practices.

Each step in developing the sound administration of child-care centers, in the nature of the case, has had to be tentative to some extent and largely exploratory. In California it was necessary for the legislature to legalize the acceptance by school districts of federal funds for the maintenance of school care for children younger than four years and nine months, since child-care centers are not a function that could be carried by school districts under existing laws. Their functions are those of nurture primarily and education is a co-ordinate rather than primary responsibility. Teaching skills gained in school experience must be modified to meet the demands of this new type of school activity. Even those school districts that have maintained recreational activities are not prepared for this new undertaking, which to be sure makes use of recreational skills and materials but uses them in new and different ways. The very fact that the child-care center is responsible for the child from the time he is left or sent by his parent to the time he is called for involves modifications of the usual playground procedures. The center must know where each child is at any given moment, must provide not only wholesome, safe, and profitable activities and learning experiences, but also must provide meals, sufficient rest, must be aware of any deviation from good health, and should there be any, do something about it. Because of war necessity staff members in these centers have taken over many of the functions of parents, and at the same time, retain the relationship of school authority.

To be sure many parents are unaware of the full extent of their responsibilities and do not utilize resources within the com-

munity upon which they may call. The range and standard of parental care is wide; the background and quality of parental care are by no means uniform. These facts may not be used as justification for low standard of provision in child-care centers no matter under what auspices they may be maintained. Unfortunately it is a human temptation to assume that if children have known nothing better they do not need, nor will their parents appreciate, better care.

There is great divergence of educational opinion with regard to the use of such opportunities for parent education and the facilities available. In cases where the usefulness of parent education is assumed, trained personnel is generally not available. When teachers must substitute for housekeepers and cooks, when their time and energy are occupied to the full in providing food, rest, and a clean place for the children to stay, it is not possible to maintain the close, helpful relationships with parents that will put at their disposal information, suggestions, and encouragement. None the less, marvels are being accomplished in spite of these great odds.

Standards of child care naturally vary greatly from center to center. Meeting the immediate demand for some sort of child protection in order that mothers may work outside the home has in many cases taxed the resources both material and human in the community. To accept the child-care center as a temporary situation which will immediately disappear when peace is declared is contrary to indications and may be a kind of wishful thinking.

Reorganization of ideas and of practices of child care is speeded up by the very fact that wartime conditions demand such a variety of provision. Day care, which was an extension of the nursery school or of the day nursery, was the first undertaking and continues to be the type most generally provided. Since, however, industry has not been able to limit the employment of women with children to the day shift only, some arrangements must be made for the children of women working on the swing shift and graveyard shift. Everywhere there has been great

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reluctance to undertake twenty-four hour care, for the problems involved in such an undertaking are great, from every point of view.

If all families were composed of young children or of infants or of school children, in some ways difficulties would be less, but age range of children may be fairly wide. Child-care centers financed by Lanham Funds may admit children up to sixteen years of age. There is, of course, little demand for care of children old enough to have working permits. Some parents believe that by the time a child is old enough to go to school he is able to fend for himself. Complete lack of home supervision places responsibility upon children which they are not yet ready to meet and lays them open to all kinds of dangers. The youthfulness of juvenile offenders today is one of the alarming contemporary social trends. Boys and girls who work half time still have much free time when school is not in session. They need opportunities for wholesome recreation and friendly guidance. School children must be provided for in the morning before school opens, after school, at night if the mother works then, and during vacations.

There has been comparatively little public provision for infants under two because all authorities agree that mothers who have such young children should be the last people to be called upon to take wartime jobs. We do not always remember that many women with special skills, and women who have carried on professional work in time of peace continue to do so. Now they are unable to secure the expert help in the home upon which they had relied, and must depend more and more upon public provision for their children.

If the father of the family is away from home, or if he is no longer living, or if parents are separated, there is need for boarding care for mothers and children. A group of children may be cared for by the landlady while the mothers are at work; such child care does not come under any of the usual categories. It has been necessary to set up special provisions to make sure that such day time care of children in boarding homes is safeguarded.

There has been all too little provision for sick children. The relationship between sickness at home and absenteeism of mothers from wartime jobs is obvious, but the difficulties of providing for sick children are so great that little progress has been made in solving this problem.

Providing for the more obvious physical needs of children in child-care centers has absorbed the resources available to so great a degree that educative method and opportunities for learning leave much to be desired. Lack of funds for purchasing materials, and scarcity of the usual materials, have put a greater responsibility on staff members in planning and putting into effect these plans for profitable occupation for the children.

Points of view differ regarding the necessity of educative experience for these children who must be cared for in groups so much of their waking time. It is understandable that employers, federal authorities, local school authorities, and the staffs of the centers have many things to work out together. It is, however, fundamental to the effectiveness of wartime child care, if it is to be constructive and forward-looking, that all plans should take into consideration the fact that every experience is in itself educative. There is a tendency to regard nursery school methods, and the basic methods developed in the child guidance movement, as frills, and to assume that they are added to good care if and when opportunity presents itself. As a matter of fact such methods are means for expediting and achieving the ends desired; and the most satisfactory procedures can be adapted to differences of length of day, numbers of children that must be cared for, limitations of equipment and housing. To do this, however, requires a high degree of skill, a clarity of understanding of the principles involved, and imaginative insight. The task can never be an easy one, and all credit must be given to the many individuals and groups who are pooling their best efforts toward the solution of these difficult matters. The incontrovertible fact that child-care centers exist to free the younger women for work in time of war must not excuse inadequacies.

The significance of technical skills in saving the time and energy of the staff engaged in effective management of children and in protecting them from emotional distress and fatigue cannot be overestimated. As time goes on confusion incidental to so new an undertaking will disappear. Much of this confusion is due to lack of needed skills which enable staff members to manage children quietly and deftly, and above all, encourage learning on the children's part so that they gradually become self-dependent and do not have to be waited upon by adults. In-service training is one aid to the solution of these problems.

Another source of help comes from increasing appreciation of the importance of the work performed by members of child-care centers, and recognition of the essential quality and dignity of their work. The importance of building up proper attitudes in the public mind is clear if suitable people who have the qualities by nature which fit them for this work are to be attracted to it. At the moment the shortage of teachers and other staff members presents an almost insoluble problem.

Under present conditions health care is more important than ever. Responsibility placed upon public authorities increases almost geometrically in wartime because of inadequate housing, rapid growth of population that exceeds sanitary provision, lack of physicians and nurses, shifting of population from one part of the country to another. To be sure such health problems are only one part, or one aspect of public health. They do serve to throw into relief health problems as a whole and are complicated by the effect of a child's illness upon the mother's employment.

Everyone is aware of disruption in normal family life, and appreciates the fact that need for individual care, for particular consideration of the individual child's needs is greater than ever. New home schedule, up at 4:00 a.m., two breakfasts, that is, breakfast—in two parts, broken sleep periods; another family in the home; a separation of parents; a new neighborhood, different customs, foods, type of living, separation from old friends; these are some of the complications in which children are involved.

We know that safeguarding the home life is the first necessity of childhood, and that the results of the adequacy or inadequacy of substitutes for home life will affect not only the present generation, but also that children will be paying for this war as long as they live. Child-care centers are one aspect of democracy at work. Communities are bringing their resources to bear in order that children may be safeguarded to the utmost. The work of these wartime centers for children is marked by devoted effort on the part of staff members and by the hearty support of school officials, community, and industry. Everyone who has anything to do with this enormous undertaking is aware of shortcomings, of the discrepancy between hoped-for accomplishments and achievement.

In presenting some of the problems not yet solved there is always danger of obscuring what has been accomplished. All credit goes to the courageous, resourceful, and steadfast effort devoted to wartime child care.

BETTERING INTER-AMERICAN RELATIONS IN ONE SMALL ELEMENTARY SCHOOL

HELEN DAUSTIN, *Principal, Lincoln Elementary School, Redlands*

An organized effort was begun in 1942 to arouse the public schools of the nation to undertake a program for improving Inter-American relations. The United States Office of Education has assumed leadership in organizing the schools in this program.

At first there was sign of lack of understanding of the purpose of the program. Why should we so suddenly become interested in South America? The question was very clearly and satisfactorily answered by showing how necessary to the war effort was our friendship with Latin America. And of even greater importance is the fact that the achievement of friendly relations between the United States and the countries of Latin-America may well be a model for the binding of a world friendship of nations without which there can be no lasting peace.

Teachers accepting these premises readily granted that there is a great need for friendly relations and that much progress along this line has already been accomplished by government agencies. But they were puzzled to know what a small elementary school can do to bring about friendship between governments. Is there any better way to teach friendship than to be friendly? Many were the questions.

Soon the teachers of the country all became busy on some phase of the new program. They followed the advice of leaders who pointed out that, basically, the elementary schools must provide equality of educational opportunity for all children. In California and other states where there are many children whose cultural background is Latin-American there is exceptional opportunity to improve relations with South American countries by the complete extension of equal rights to this minority group.

Many teachers of the thousands of children of Mexican parentage who attend our schools have been attempting for years to make this "equality" a little more equal. Now they are getting the support of the entire school system and in some cases the support of the communities in which they live.

What is this program? It is one through which we hope to bring better understanding and appreciation of the culture of the other American Republics. It is not just a temporary measure but something to bring about lasting improvement in our relationship with the other Americas.

For some time past teachers have been aware of a local problem, that of adjusting our regular program to fit the needs of a large number of children of Mexican parentage. This had been done by changing the program in individual schools where the largest numbers of these children were to be found. Now, however, all of the schools of the city from the kindergartens through the high school have changed, adjusted, and enriched the subject matter of the curriculum in directions in line with this program of friendship. It is to this complete acceptance by an entire system that we may attribute much of the good which has come.

It may seem a little thing to teach a song in Spanish instead of English—but what a difference it can make! In the kindergarten and primary grades our new program includes some Spanish songs such as: "Patito," "Muchacha," "Pollito," "To Market in Mexico," "Tutu Maremba," "The Shoemaker," and others; Stories depicting Latin-American life: "The Five Babies," "Tito's Hat," "Legend of the Palm Tree," "Manuela's Birthday," "Little Pancho," "Nancy Goes to Market," "Fairy Tales of Brazil," "Why the Banana Belongs to the Monkey," and others; observation and discussion of pictures such as native homes of llamas, alpacas, and armadillos; native Latin-American plants and flowers, native peoples, native homes, and so on; painting, drawing, and modeling *carretas*, flowers, and animals; exhibition and discussion of various Latin-American articles brought to the school by pupils and teachers and lent by others—articles such as cornhusk dolls and other native dolls of native materials, baskets, balleros, metates, pottery, *carretas*, figurines, stamps and

money; reading charts which were made to include the Spanish for such familiar words as boy—*muchacho*, girl—*muchacha*, table—*mesa*, mother—*madre*, father—*padre*, etc.; the writing of co-operative stories describing the llamas and alpacas observed during a trip to a local animal show; the learning of Spanish names for common vegetables in the school garden; listening to music records—“La Paloma,” “La Golondrina,” “Cielito Lindo,” and others; seeing movies—“Latin America—Ancient and Modern,” “Penguins,” “Indians of Mexico,” “Loading of Bananas,” etc.

This rather detailed account of the things that were done in the primary grades is given not because it is anything new or different. We have all heard these same suggestions many times, but it may encourage someone to know that all of the additions to our course of study were seemingly little things, but they actually do make for happy living in a school with a large number of Mexican children.

From the third grade through the sixth grade social studies units have been developed which related directly, if not entirely, to a study of Latin-American peoples; some of them are—Mexican Peoples, Inca Indians, Southwest Indians, Pacific Peoples, South American Pioneers, Transportation, The Rubber Gatherers, Life on a Cacao Plantation, Records. These areas of experience aid us in gaining some insight into the lives and problems of our Latin-American neighbors.

Through the entire school use is made of assemblies, exhibits, visual aids (movies, still films, maps, and pictures) and books. Our library adequately supplies us with the best possible materials on Latin-America.

In the junior and senior high schools the program has been carefully worked out. Changes, additions, and enrichments have been made in many departments including music, art, physical education, speech, literature, social living, and the like. Both schools presented programs on Pan-American Day featuring the results of activities carried out in these various departments. One unit carried on in high school was very outstanding

in its purposes. Its theme was "Linking the Americas Through Friendship, Commerce, and the Arts." The class was organized as a Pan-American Club and the results of learning demonstrated at its culmination through a Good Neighbor Tea.

One can never guess what unit or what little enrichment to a regular program gave the most toward this better relationship. Without doubt it is due to the concerted efforts of the whole. Results really have been apparent! Certainly they are infinitesimal but just as certainly a beginning has been made.

This beginning was apparent during the past year in several ways. One elementary school, 75 per cent Mexican, reports that during the past ten years one major problem of the school concerned the attitudes of the children toward each other. The white children were very much afraid of the Mexican children who sensing this took advantage of this fear and "ganged up" on the white children. This would happen over and over with parents from both sides becoming infuriated by it. It did not happen in one single instance during the last school year. There were plenty of problems in the school, rather more than usual, but in all instances where groups of children were involved, the group consisted of children of both races. There is the case of one particular child who had given evidence of this fear straight through his school life from first grade through the fifth. In the sixth grade he chose as his closest friend a Mexican boy, and together they shared the good and the bad.

In the same elementary school a Mexican parent has been chosen as president of the Parent-Teacher Association. Officials of the P. T. A. Council have been very friendly and helpful in arranging transportation to meetings, and in making the Mexican mother feel efficient and needed in her new office.

The teachers too have grown through this program of friendship. In schools which do not have Mexican children in attendance, the sixth-grade teachers attacked this problem of racial prejudices among their pupils and there is evidence of more wholesome attitudes toward Mexican boys and girls with whom

they will come in classroom contact for the first time upon entering junior high school.

In the junior high school, the student body president is a Mexican boy who seems to be wielding a great influence in bridging the gap between the Mexican children and the white children. There is some indication also that more of the Mexican children are joining service clubs and are participating in more activities than in previous years.

Parents, lay groups, teachers, and pupils have evidenced interest in nationalists from Mexico who have come in to relieve the shortage of farm labor in harvesting the citrus crop. Recreational programs, adult classes, and many other activities have been planned and carried out with the idea of establishing better relationship between them and the native born. If we teachers could but realize what great good can come from our own attitudes of tolerance and understanding we would guard such attitudes with care.

Wendell Willkie says, "It is only common sense to safeguard jealously the rights of minorities. For minorities are rich assets of democracies, assets which no totalitarian government can afford. Dictatorships must, of necessity fear and suppress them. But within the tolerance of a democracy minorities are the constant source of new vigor."

Let us then do all in our power to cultivate a lasting friendship with our South American neighbors—and we must not stop with South America—for already the whole world has become our neighbor.

SCHOOL TEACHERS CARRY ON IN WARTIME ENGLAND

HELEN HEFFERNAN, *Chief, Division of Elementary Education*

The teachers, supervisors, and administrators who read the letters from the British children which are being distributed to the school children of California will have an opportunity to learn many intimate details about the lives of the children and incidentally, about the lives of the British people.

With the naïveté of youth the children's letters reveal much that is not to be learned through the reading of a history of education. We have come to recognize the fine qualities of our allies, but the morale of the people of the British Isles is a matter of pride to the British children. They discuss almost without bitterness the sorrows that the war has brought and the adjustments that have been made which frequently necessitate a complete reorganization of their lives.

One child wrote of the change in the life of his family because of the loss of his father. He described the new home, an institution in which his mother was employed, bravely, even grimly, referring to it as home until at the end of the letter he told of holidays, and with a burst of enthusiasm said that what his family really loved to do was to go home to Lincolnshire.

With each packet of letters from the Children of the Fighting Forces that reaches the State Department of Education usually comes an accompanying letter from the headmaster or supervisor of the school. Recently the following letter was received from a classroom teacher in Sleaford, Lincolnshire, England. It reflects so clearly the problems with which teachers are confronted in a country torn by war that it is being reprinted here in its entirety.

Sleaford Senior School,
Sleaford, Lincs., England,
21st July, 1943

Dear Miss Heffernan,

As Group Leader of the Sleaford Senior School Group of the International Correspondence, I feel that you would like me to tell you something of the district and School which has chosen to correspond with the children of California.

This is Lincolnshire and you will, no doubt, realise that it is an agricultural rather than an industrial community. In consequence, our School holidays during war-time are considerably changed, for we are arranging them to enable the boys and girls to work on the land. Our Whitsuntide holiday was arranged mainly before Whit, so that our children could go on the farms to singe sugar beet, carrots, and so on. Our August holiday, which is usually the long vacation of the year, is now shortened to ten days. During that time, some of our children will be in the harvest fields helping to gather in the corn (wheat, barley and oats, mainly). Our long holiday this year will be in October when potatoes and sugar beets are ready for lifting, and our children then will be busy for four or five weeks working to get in the root crops before the winter starts. All this makes something for our children to do to help win the war. It is their war effort, and they are eager and proud to do it. Many of them have Daddies, big brothers and other relatives serving in the Forces and this, they feel, is helping to bring Victory and peace much nearer so that their loved ones may soon be home with them again.

Some of the children here now are evacuees from the cities and the coasts where they have been bombed out of their homes, and they too join in eagerly in this open-air life of work and enjoyment with our natives. This work gives them back their health and strength, and they love it.

This is a Senior School, that is we have no pupils under eleven years old here. We know very little about your system of education in America and we should be glad for you to tell us about it, so that we may compare it with ours. Our children start to school when they are five years old in an Infants' Department. Nowadays there are Nursery Schools which take children much younger than that, and these are becoming increasingly popular, especially since so many of the mothers want to do war work as well as run their homes and families. After the Infant School, that is when children are over eight years old, the children

automatically pass on to a Junior School where they stay until they have turned eleven. Here they take the Scholarship Examination which enables the successful candidates to go on to a Secondary School, take their Matriculation and enter Training Colleges or Universities. The rest go to a Senior School when they are eleven. Some of the Senior Schools are selective, that is they only take the children who have reached a standard similar to that of the Scholarship. Ours is not selective, because being a rural area, we cater for so wide a district. In peace-time, we have children of eleven plus sent to us from some sixteen villages within a seven mile radius as well as from the Sleaford Junior School; but since the war started transport and shelter difficulties have disorganised matters and we now have them from only about a quarter of those schools.

We are one of the biggest and best-built elementary schools in Kesteven. At present our numbers are about 250 to 300, but in peace-time we have about 500. Our school is run on modern lines and though we are a rural area we keep up with the times as far as modern education goes. Our members of staff all specialise, so that no class has the same teacher all the time. They change teachers for each subject. Although we are an elementary school, which allows for children to leave when they are fourteen, a good number stay on until they are sixteen. This is especially so in peace-time when many of them wish to take up a career which needs specialised training and special examination.

This school also runs an Evening Institute where Commercial Subjects (English, Typing, Shorthand, Book-keeping), Woodwork, Metal-work, Dressmaking, Cookery, Gardening, and Rural Science, Electricity and Wireless, Languages, Keep Fit, and so on are taught.

The school runs a canteen and provides hot mid-day meals, not only for our own children, but also for the Infants' Junior and Boys' Grammar Schools. Many of the vegetables, and so on used in the canteen we grow ourselves. We have about three acres of gardens where vegetables, salad fruits of all types are grown. The gardening is all done by the children themselves and we have attractive shows of our produce and our experimental work twice a year. We keep bees, pigs, rabbits, and poultry and they are looked after, fed and cleaned, by the children. The scraps from the canteen help in this considerably.

Our school subjects are varied and though some of them have suffered from our loss of the men faculty members who were called up for the armed forces and from various other war hindrances, we do our best to give our girls and boys many useful interests and a good training to fit them for the job they will do when they leave school.

The subjects taught are Scripture, Math., English, History, Geography, Civics, Elementary Science, Botany, and Biology, and Games, with Swimming in Summer, Needlework, Cookery, Laundry and Housewifery, Hygiene, Music, Art, Gardening. Since the war started, we have found it difficult to obtain materials for Handwork and for Metalcraft, and so for the time being we have had to give them up. For needlework we manage fairly well, for we can get materials with our clothing coupon allowance.

The school has reinforced shelters which we have used whenever there has been an alert. That used to be frequently once upon a time, but now it is a very rare occasion that gives us a daylight alert. We are thankful to say that Sleaford has been free from anything that has done damage.

The school has an attractive approach, for one enters it through large iron gates into a long drive. This drive is of asphalt and is bordered on either side with trees and flowering shrubs of all kinds. Since many of them are evergreen, it is never dull, not even in wintertime. In fact we love it when the snow lies on the tree branches with their shining green leaves peeping through.

We have two large playgrounds where the girls and boys spend their break periods morning and afternoon, and we have a lawn with flower beds surrounding it and with a rose garden in the middle. Here, too, the children like to spend their free time in the summer.

In peace-time we are able to rent a large field not far distant from the school where football, cricket, and other field games may be played, but with the war we had to forego that pleasure.

Our school boasts a good laboratory which makes the Science lessons far easier and more attractive. We are also very keen on Botany and Biology and we always keep a full Nature Table, an Aquarium, and Vivaria.

Since this is a rural area, our classrooms are never without flowers to cheer us, for the children bring many from their gardens, the fields, and the woods.

The school has a headmaster and a woodwork master and they are the only male members of our staff now. Before the war we had six other men, but the Services have claimed them until the war is won, and we have to manage without them. We have nine women members of the staff at present.

Sleaford is a small rural market town. It boasts little in the way of entertainment. We have only one Cinema, and since competition is lacking, we are apt to find that our pictures are rather out of date by the time they reach us. There are always dances, whist drives, bridge drives, concerts and so on being arranged so that the Service people in our area are not left without entertainment. There are Clubs and Youth Organisations for the younger people.

The many aerodromes around this part of the world give us ample opportunity of meeting men and women of all nationalities, including, of course, your American boys and girls.

We are glad to be given this opportunity to write to America for we should like to say thank you for all you have done for us. When, in 1940, we were forced to stand alone with our backs to the wall, it was America who came to our aid and we do not cease to be grateful for that. Our newly-formed Home Guard in those days after the ravages of Dunkirk, were patrolling the highways and byways with nothing more lethal than shotguns and staves, expecting from dusk to dawn that at any time the cream of the German army might be dropped from the skies or landed on the beaches. It was then that America really came to our aid—a much needed aid too—and now our Home Guard is as well equipped and as well trained as a regular army of some might, and no more do we fear invasion. If it is still to come, and Adolf still threatens it in his bolder moments, we are prepared, and, as Mr. Churchill said, "We shall fight in our streets, etc."—this time, thanks mainly to America, equipped and ready for anything, no matter what. Then America sent her men and women and became a part of our war with us, helping us on to Victory which we hope is not far distant.

Our girls and boys send their letters with their sincere good wishes to all Americans. May Victory soon be ours so that your people and ours may speedily be home again.

With kind regards and good wishes,

Yours sincerely,

/s/ Gladys E. Sewell

BELIEFS AND UNDERSTANDINGS UNDERLYING THE SOCIAL STUDIES AND SCIENCE PROGRAM

MINNIE D. BEAN, *General Supervisor of Schools,
Humboldt County*

The hope of the world for enduring peace, for a social fabric which will assure the peace and grow stronger with each succeeding decade, lies in the hands of the young people now in the elementary and secondary schools and in colleges. Certainly then our task as guides and counselors of these children and youth is plain.

First, we must have deeply ingrained in our thinking and living a social sensitivity that is world wide in its scope, deeply understanding, appreciative of peoples and their cultures rather than tolerant of them.

Second, and perhaps more important, we must have the courage to live our beliefs.

If any democracy is to endure, its people must develop a social consciousness which is based upon truly democratic principles and broad, accurate understandings of present-day conditions and how they came to be. Education believes that it is responsible for the development of an intelligent, actively participating citizenry in our democracy. This citizenry must be one which assumes responsibility to such an extent that each individual may have opportunity for the highest possible development of his potentialities, and that these potentialities may be utilized in the interests of all.

This type of citizenship results only when there is broad knowledge, critical thinking in relation to this knowledge, a sense of responsibility to one's self, one's family, and society in

general. Acquisition of this knowledge requires a high level of achievement in the essential skills:

1. The power to read accurately and with understanding.
2. The power to express one's self naturally, spontaneously, and adequately—in writing or through speech. This in turn means skill in spelling and handwriting.
3. An understanding of number, of its relationships to living, and the power to use numbers with sufficient speed and accuracy to meet the individual's needs, whatever those needs may be. This means thoroughness achieved through practice which follows understanding.

Education believes that these powers of thinking and acting cannot be developed through the mere memorization of facts, but that they can become a part of the individual's living if he is given opportunity constantly to exercise his initiative in every situation which he meets in his daily living, in every problem which he encounters, whether it be a problem of social or economic significance or a matter of deciding what his conduct on the playground, in the classroom, or in his home, should be.

Education believes that these powers of thought cannot be achieved through commanding and dictation, that nothing but the repeated opportunity to make choices will raise the quality of these choices. The teacher should serve as a guide in the making of these choices but seldom if ever dictate what the choices shall be.

Education believes that the curriculum should be adapted to the needs of children—to their intellectual and physical maturity, in order that every child may experience success. What, then shall become of the intellectual giant? For him there can be enrichment—as much as he is able to achieve. This enrichment may be in the direction of some scientific interests, in writing and producing original plays, in some type of handwork, in developing a community study, in extensive reading in the direction of his particular interest. The mere development of his intellectual powers, untempered with social responsibility, will

not tend to promote the democratic form of government. His goal must be, not the honor roll, not security for himself at the expense of others, but the opportunity to contribute something worth while to group living.

PRINCIPLES UNDERLYING PROCEDURES

There are specific principles which serve as the basis for our beliefs. These principles guide our procedures in the teaching of the social studies and science as in all teaching. They have been established through research and a deepening knowledge of human growth and development and are here briefly discussed.

The Possibilities for Growth

We believe that the level of intelligence—the growth potential—can be raised through the utilization of an interesting, vital approach to learning, through rich experiences, through opportunities to do things, through opportunities for creative expression in every field. The provision of this challenging school environment is the responsibility of education.

The Importance of Environment

The home environment is even more important and it too should provide conditions which foster growth. It should provide for every child adequate food, clothing and shelter, cleanliness, and attractive surroundings. Even more important to the child's possibilities for growth than the conditions listed above is his need for a feeling of security within his home and within the school. He must be able to feel that he is essential in the whole scheme of things and that he is making a contribution to whatever plans are being developed.

The Importance of the Child's Physical Condition

We believe that the child's physical condition must be such that it in no way hinders his total growth. This means that he is

free from physical handicaps, to acquire, through the guidance of both teachers and parents, emotional adjustment within himself and social adjustment within the group.

The Significance of Behavior

We believe that behavior is more significant than it is commonly understood to be; that it is the teachers' and parents' clue to the developmental and adjustive needs of the child. Behavior is important because, if it is not normal, it makes us aware that we must search for its causes; that it is not a condition to be prevented or modified by a command but rather a condition to be diagnosed and treated according to its needs. We believe that normal behavior in a child of any age may be identified by the following attitudes:

Eager, happy participation in the activities of the group, work or play

Power to assume responsibility for his own actions

Some adjustive behavior—not of a serious nature

This last statement is made to call attention to the fact that no normal child is completely free of adjustive devices that are labeled 'problem' behavior. In the research program of the Institute of Child Welfare, University of California, the clinic report states that "the clinic regards the behavior of children as attempts of the psychobiological organism . . . to adjust to the pressures, internal and external, put upon it." The behavior problem, then, places these requirements on the teacher:

1. Awareness of the significance of the problem.
2. Sufficient psychological knowledge to interpret the several types of behavior.
3. Sufficient interest in children to work with them and with their parents in the development of such environment as will make possible acceptable behavior.

The Need for Development of Freedom and Responsibility

We believe that, with the freedom which is an important aspect of modern education, there must be developed within each child a sense of responsibility for his own conduct at his work and at his play. This will develop as a result of the co-operative thinking, planning, and choosing of the teacher and children. It is a condition which will develop slowly; it cannot be accomplished in a day but it can be achieved through persistent democratic planning.

As education recognizes these principles underlying human growth and development its responsibility and its purpose become clear. In harmony with these beliefs and understandings of educational needs we shall consider the curriculum as the complete living experience of the child rather than the memorization of facts in certain subject matter areas. This will mean that the teacher's approach will be different; that teachers shall be more concerned with problems of living here and now; that these problems will be considered in the light of past conditions which lead up to the present; that this problem approach will serve to develop deeper, more critical thinking; that essential skills and knowledges will be more extensively and effectively learned; that they will be tools in our process of living rather than ends in themselves. It means that we shall try to provide in the school life of each child as many vital, realistic experiences as possible; that we shall be more concerned with the common things about us in science and in problems of social living.

The problem approach to this broader teaching of the social and natural sciences is a move away from a page or chapter assignment followed by a question and answer recitation; away from the use of a single textbook. It moves toward the use of all the texts and related reading material available, toward the use of all visual aids, both still and moving pictures, toward first hand experiences, excursions into the environment, interviews with people who have had either first hand experience or a wide knowledge of the problem.

Two important conditions determine the success or failure of an educational program based upon the conditions suggested:

1. Are we continuously building for ourselves a vibrant educational philosophy which has the following aims:
 - a. To guide our classroom procedures.
 - b. To determine what our relationships with children shall be.
 - c. To extend our efforts to bring parents into co-operative participation.
 - d. To view critically at frequent intervals our long-time goals for the children with whom we work.
 - e. To carry on continuously an evaluation of everything we do and base this evaluation upon a growing knowledge of proved educational principles.
2. Are we constantly aware of the following principles and are we guided by them:
 - a. *Interest.* Are we aware that learning takes place only when children are interested and are driving themselves to the effort which is necessary to acquire essential skills and knowledges.
 - b. *Maturity.* Are we aware that a child learns readily when he is sufficiently mature physically and in richness of experience.
 - c. *Health.* Are we aware that a healthy body is absolutely essential to the development of the mental powers; that this means eyes that see; ears that hear; cleanliness of body, clothes and environment; adequate and correct food for complete physical growth.
 - d. *Security.* Are we aware that a feeling of safety and security must exist if the child is to develop to his maximum possibilities. He must have a feeling of belonging to the group and of being essential to it, both at home and at school.

- e. *Creative Expression.* Are we aware that within every individual there is some creative power that will express itself if given the opportunity; that with these opportunities for self-expression growth occurs.
- f. *Inheritance and Environment.* Are we aware that intelligence is the result of combined conditions, that is, a good inheritance, a secure, stimulating environment, a healthy body.
- g. *Behavior.* Are we aware that no child of his own desire is ever mean or lazy, that his behavior is extremely significant and is the result of his total environment and his physical condition.

The problem approach in the teaching of the social studies and science can best be made through consideration of the many significant problems encountered in daily living. Such an approach is vital because learning occurs only as the individual, because of his own interest and activity and in co-operation with the group, thinks his way through to a tentative conclusion. His thinking must be based upon critical study of all materials pertaining to the problem. This means wide reading in the particular and related fields; it means original research and first hand experiences in so far as the problem lends itself to such investigation; it means critical discussion of information presented by the group and by individuals; it means further reading, discussion, and analysis for verification. All of this consideration should be carried on with the needs of the child in mind. We must be responsible for the development within each individual of the following powers and skills:

1. An appreciation of democracy and the desire and power to participate in it effectively.
2. The power of critical thinking, basing such thinking on authentic information.
3. Effective mastery of the tools of learning as needed.

4. The power critically to evaluate his own thinking and achievements, as well as those of the group.

The teacher's attitude toward the child should be that of a guide to his developing personality, a great responsibility which she gladly accepts.

If a problem presented for study is close to the children in both time and space, if it is of immediate concern to them, it will arouse an interest greater than can be secured in any other way. If we treat with respect the eager curiosity which results from their interest they will ask more questions than we can follow through to a conclusion with them. We need not hesitate to say in answer to their questions, "I do not know, but we can find out. Where do you think we might search for the answer?" Kilpatrick points out to us the fact that the learning situation is best when both teacher and children are working and learning together and, "the more the teacher is a learner and the more the child is a teacher, the better the learning situation becomes."

A LITTLE CHILD SHALL LEAD THEM

EDITH M. LEONARD, *Director, Early Childhood Education*, and
DOROTHY D. VANDEMAN, *Associate Director, Early Childhood Education*, *Santa Barbara State College*

[It was Billy's suggestion, but if Miss Bright hadn't been all that her names implies, she might never have realized how much Billy could teach her. Perhaps it is a bit fantastic to think of one small head revealing all the information Billy does, or even to imagine a "teacher" taking tips from one so young, but anyway, the suggestions are good and the advice sound. Would there were more Billys and more Miss Brights.]

Billy, age four, is on his way to the child-care center. Mother has gone to work and her young son must be looked after, some way. "Will there be swings and a slide? Will the lady be good to me? I wonder if there will be blocks and trains to play with?" A hundred questions are teeming through his mind. Billy is anxious and eager to learn. He has all the potentialities of which young America is made. He is young America. He is entitled to the best America can give him. What is that best? What will he find when he walks through the gate into that child-care center?

Unfortunately for him, Billy lives at Mollyville where they *would* have had a child-care center long ago if there had been anyone to direct it! So, Billy has had to stay alone at home, all these weeks, waiting for the center to open. His neighbor would come in at 11:30 on her way to work and warm up his soup. Billy would roam around the neighborhood the rest of the day, and at night his mother would come home too tired to tell him stories. When Billy was three years old, before Daddy went to war and mother moved to Mollyville, Billy had lived in Mixlix where he went to nursery school, and so now he knew what he must have been missing all this time, with no school to attend, in Mollyville.

If Billy had lived in Trotterland with his cousin Bobby, he could go to the child-care center there, because in that town they have found someone to "take over." Of course, she has never had any classes in child care, particularly, but then she has always "had a way with children," and she is willing to work. Her group gets good food and a long nap and the rest of the time they are amused and some grown person always watches to see that none of the children gets hurt.

But this morning, Billy is full of anticipation. Mr. X, the Superintendent at Mollyville, has at last persuaded someone to be director for his child-care center. Miss Bright has been working hard to get the place ready for Billy. In fact, she has had the painters there, and the plumbers, and the plasterers. Billy has watched men come and go in white caps and white aprons, and wondered what it was all about. Mother said, "They're making a place for you to play while mother is gone to work." Billy saw the big fence go up around the yard, and he saw the men building swings and a jungle gym like the one he used to climb at Mixlix! He wondered if they would have a slide and a playhouse, too.

But one day, mother came home and said, "Tomorrow you can go to the child-care center." Billy could hardly wait.

Why, all the toys were scattered all over the floor, and they wouldn't let him take anything outdoors. The only thing outdoors was just a big sand pile and a tree to climb, and some swings to swing in, and a jungle gym! If it hadn't been for the jungle gym Billy didn't know what he would have done. Oh yes, there was a little platform with stairs on both sides, but after you climbed up and down a few times there wasn't anything left to do with it. That was for babies, anyway, not for four-year-olds! Oh, this was going to be awful! No blocks to build with, no playhouse to play in, no easels to paint with, no clay to roll, no wagons to pull, no wheel toys to ride on! Why, there was nothing at all! Billy approached Miss Bright. "If there were only a few packing boxes to climb into," he said, "Or a few orange crates, I could make a store out of them and we could sell some

of the sand, if we only had some candy boxes or jar lids, or *anything* to put it in. I could make a train out of the boxes, too, or we could even make a doll bed and dining table so we could play house! Why, this is no place at all, nothing to do anything with! I'm going to bring some *boxes*, tomorrow!"

Miss Bright was a little puzzled, but this set her to thinking. Perhaps Billy was right. Maybe *she* could bring some boxes, too. Maybe there wasn't enough for the children to do, here. Her first grade class had been so different! Children in rows gave one such a secure feeling, but that was really a long time ago. Perhaps children *were* different, now. These children were certainly "everywhere!" They got "in your hair" even. Perhaps there *weren't* enough things for them to play with.

Miss Bright went to her equipment list, again. Yes, boxes *were* mentioned and *hollow* blocks, too. Those things hadn't seemed important to her before. It might be a good idea to have some of those hollow blocks made.

The next morning Billy arrived with two apple boxes and a half way amused mother who commented, "Nothing would do but we must bring these crates, today. Don't know why he couldn't just as well have waited until Monday!" Miss Bright greeted both mother and son with a hearty smile. "Oh, thank you so much! These are lovely boxes. Billy hasn't by any chance attended nursery school, has he?" with a knowing wink at his mother.

"Yes, for two years, when we lived in Mixlix, Billy went to nursery school, but that was over a year ago. You see he is almost five, now. Well, I must run along or I'll be late to work."

"I'd love to talk with you about it, sometime," Miss Bright was saying, but the blue covered figure had already disappeared down the walk. Billy was not so readily disposed of, however.

"Haven't you got any big blocks anywhere, Miss Bright? We need a lot of blocks to build our fire station."

"Oh, it's a fire station, today, is it?"

Billy set the boxes down as he went through the toileting procedure, jabbering merrily to Miss Bright.

"He's my best bet," thought his "director," with an amused expression on her face. "What Billy can't teach me, I can't learn!" She called her assistant to her. "Could you manage to take wash-room duty? I have business in the yard this morning," with a wink toward Billy who was drying his hands.

Billy was explaining to his listeners, "We always wash our hands at nursery school. Go to toilet first, then wash hands, then get a drink. Where's my cup? At nursery school we always hang our cup on a hook over our towel. I used to have a picture of a kitty over mine so I could always know where it was!"

"Tip number two," whispered Miss Bright, as she jotted a careful note concerning washroom procedure, on her pad.

Miss Bright watched Billy not only that day, but the following week, and at night she read her manual of instructions. Many things that before seemed unintelligible took on definite meaning in the light of Billy's interpretations, and by Friday, Miss Bright called a staff meeting in which she outlined the purposes of the center.

"We started out," she said, "to give these children three things: food, rest, and diversion. We could have done a good job of that the way we were set up. But we have a boy here who knows more about what these children need than we do, and according to him, our job is to meet those needs!"

The outline Miss Bright and her staff worked out included ten main headings.¹ "It's going to take a long time to learn all about each one," Miss Bright found herself saying, "But we can do it, and we won't stop until we have the best child-care center we can possibly make out of the facilities available! Are you with me?" The hearty response that greeted her challenge made her know why America will win on the home front, as well as farther afield.

¹ The ten points were, 1. Health, 2. Protection, 3. Guidance, 4. Understanding, 5. Activity, 6. Companionship, 7. Food, 8. Rest, 9. Encouragement, 10. Opportunity to Grow. And before the year was over, Miss Bright and her staff knew how to make each a practical reality for the children.

EDITORIAL COMMENT AND NEWS NOTES

APPOINTMENTS TO STATE CURRICULUM COMMITTEE

The State Board of Education approved the following appointments by Superintendent of Public Instruction Walter F. Dexter to the State Curriculum Commission:

*Term Expires
August 29*

H. M. MCPHERSON, District Superintendent of Schools and Principal of the High School and Junior College, Napa Union High School District	1947
RUBIE BURTON, Teacher, La Cumbre Junior High School, Santa Barbara	1946

Dr. McPherson fills the position specified in Education Code Section 10002 as a "person employed in a junior college in a position requiring certification qualifications," and replaces A. R. Lang of Fresno State College. Miss Burton fills the position of classroom teacher specified by Education Code Section 10002 and replaces Miss Gertrude Cross of the Oakland Public Schools.

The Board approved the reappointment of the following members:

*Term Expires
August 29*

M. G. JONES, District Superintendent of Schools and High School Principal, Huntington Beach Union High School District	1947
MRS. DOROTHY HARSIN, Supervisor, Personnel Division, Los Angeles Public Schools	1947
JAY D. CONNER, Assistant City Superintendent of Schools, San Diego	1947

SUMMARY OF ACTIONS OF THE PANAMA CONFERENCE OF EDUCATION DIRECTORS OF THE AMERICAN REPUBLICS

The following summary indicates the more important actions taken at the meeting of the First Conference of Ministers and Directors of Education of the American Republics, held in Panama, September 27 to October 4, 1943.

1. Recommended the publication of a Pan-American school library to include the bibliographies of the outstanding personalities of the republics, national and continental anthologies, and in general all those books which benefit continental teaching and tend to make uniform the culture of America.
2. Agreed to call together the writers and historians of America to compete in the writing of a text of American history in which the birth and development of the countries of this hemisphere will be explained as a single historical phenomenon and in which, in addition to factual information, greater importance will be given to institutional evolution and to factors determining its political, social, and economic character, which text would serve the purpose of furthering the principles of democracy, justice, and liberty which gave rise to the emancipation of the people and which binds them together in their common destiny.
3. Agreed to recommend the employment of the radio for educational ends and the installation of receiving sets especially in isolated rural communities, whether or not they have schools, using government funds as well as the contributions of patrons and cultural cooperation societies for the purchase of the radios.
4. Recommended the adoption of certain principles as the minimum rights of American teachers.
 - a. Stability in the positions secured by competition or other fair means, and the assurance of adequate administrative guarantees in regard to transfers, removals, and sanctions
 - b. Rules which establish the certification of teachers
 - c. Promotion according to the data found in the register
 - d. Minimum salaries which will assure a reasonable standard of living and a salary schedule with periodic increases
 - e. Facilities for professional advancement
 - f. Rules for retirement of teachers.

5. Recommended the practice of giving to public schools in the different republics the names of the 21 American republics.
6. Recommended that folklore and folk music be spread in primary, secondary, and normal schools; that educational authorities in the different countries proceed to compile the different expressions of art and literature made up of legend, narrative, episode, myth, tradition, proverb, ballad, poetry, song, dance, and allegory with the assistance of the personnel of the school; that the diplomatic missions aid the development of artistic programs in the theaters; that the American republics incorporate into the legislation relating to secondary education, so far as possible, the study of the four continental languages and to co-operate in the exchange and the training of teachers who have specialized in the languages; that American education must be guided by the principles which shape Western culture, and it shall aim
 - a. To achieve the harmonious development of the child in physical, intellectual, and moral aspects
 - b. To exalt respect for the dignity of the common man and for freedom of the spirit
 - c. To contribute to the practice of liberty and the realization of social justice
 - d. To strengthen the sentiment in favor of international peace and American solidarity for which purpose there shall be emphasized in the schools and out of them the duty of fulfilling loyally the agreements between the countries, the repudiation of war to solve controversies and nonintervention of some countries in the affairs of others without jeopardizing the legitimate national ideals of each people
 - e. To maintain and perfect democratic processes
 - f. To give to all equal opportunities in the different levels and branches of education by means of a system which protects the rights of the individual's capacities and merits and which surmounts economic or other difficulties that may work contrary to such a purpose
 - g. To form work habits with the idea of making full use of the land and to create wealth sufficient to raise the material and spiritual level of the American people.

The Conference dealt with adult education, industrial and technical schools, establishment of camps for children, teaching of exceptional children, literacy campaign, history of American literature, an American geographical dictionary, maps for teaching the geography of America, bibliographical exchange, formation of an inter-American bureau of education, an association of education and culture, an inter-American university, and an institute of comparative legislation and international law.

The Conference expressed the belief that a feeling of continental brotherhood must take root principally in the mind of the child in order to insure the ideals of peace and concord.

ADOPTION OF TEACHER'S MANUAL IN HANDWRITING

The State Board of Education adopted the teacher's manual in handwriting published by the Laurel Book Company and designed to accompany the books of the New Laurel Handwriting Series and to which was added for teachers of the first and second grades material prepared by the publishers under the direction of the California State Curriculum Commission.

SCHOOLS ASKED TO JOIN EFFORT TO RETURN COINS TO CIRCULATION

School administrators and teachers are asked by the Director of the Mint to join in the effort to induce the public to return to circulation its small coins lying idle in receptacles at home. The purpose of this urgent effort is to reduce the requirements of the Mint for strategic metals consumed in minor coins.

In spite of the unprecedented number of small coins produced since the outbreak of the war, the number in circulation is still insufficient to meet the requirements of wartime economy. Furthermore, metals expended for small coins are essential to the manufacture of guns, cartridges, planes, and the like. Therefore coins should not be hoarded but used as a patriotic act. Where coins are hoarded as a matter of thrift, it is suggested that War Savings Stamps be substituted.

PUBLICATIONS OF INTEREST TO TEACHERS

The following publications have been issued by various federal agencies and public-service organizations for use in the public school program. Much of the information made available in these publications will help teachers co-ordinate the school program with the war effort.

Food Fights for Freedom. Prepared by the Office of Program Co-ordinator, Office of War Administration, and the Office of Price Administrator, in co-operation with the War Food Administration.

Not for general circulation but may be obtained from the Superintendent of Documents, Washington, D. C.

Menu-Planning for School Lunches. Prepared by the Food Distribution Administration.

Suggestions for planning Type A and Type B school lunches. Copies of the publication available from the Regional Office of the Food Distribution Administration, San Francisco.

Handbook for Workers in the School Lunch Program with Special Reference to Volunteer Service. Prepared under the direction of the Co-operating Committee on School Lunches.

Free copies available from the United States Office of Education, Washington, D. C.

Your School Can Salvage for Victory. A handbook sponsored by the War Production Board and the United States Office of Education.

Indicates how children in securing materials for war can have rich educational experiences.

A Program for the Prevention of Delinquency.

Material resulting from the Conference on Juvenile Protection held July, 1943 in Los Angeles. Copies available from the California Congress of Parents and Teachers, 416 Union Building, San Diego.

Latin American Booklets for Elementary School Children. Issued by the Pan American Union.

These booklets cover such special subjects as the *Panama Canal*, *Snake Farm at Butantan*, the *Guana Island of Peru*, the *Pan American Highway*. Copies available from the Pan American Union, Washington, D. C. The price is 5 cents each.

A. L. A. Books and Catalogs. New catalogue issued by the American Library Association.

Copies available free from the American Library Association, 520 North Michigan Avenue, Chicago.

GRANT FOR RESEARCH ON THE USE OF MOTION PICTURES IN SCHOOLS

The American Council on Education has just announced the appointment of a Commission on Motion Pictures in Education. The present members are: Mark A. May, chairman; George S. Counts; Edmund E. Day; Willard E. Givens; George Johnson; George F. Zook, ex officio. The work of the Commission is supported by a five-year grant from eight motion picture production companies made through the Motion Picture Producers and Distributors of America, Incorporated.

The Commission will study the needs of schools and colleges for motion picture material and will plan for the production of new films for courses of study in which new pictures are needed. Special attention will be given to the planning of series of films for educational activities connected with postwar reconstruction. The Commission invites the co-operation of all interested educators and educational groups. Suggestions concerning needed productions for educational purposes will be welcomed. The Commission is particularly interested in receiving curriculum materials that can be used as the basis for films. As fast as these materials can be put into shape for filming and approved by competent educational consultants, they will be distributed to all interested producers. For the time being, all inquiries should be addressed to the Chairman, Mark A. May, 28 Hillhouse Avenue, New Haven, Connecticut.

SANTA MONICA SCHOOLS PROJECT ON CHINA

The Santa Monica Public Schools, during the school year of 1943-44, are projecting an extensive study of China through the school system and the community. Roy G. Bose, Curriculum Director, outlined the study under the leadership of Percy R. Davis, City Superintendent of Schools.

The plan includes units on China in the fourth and sixth grades, an emphasis upon modern China in the world culture study of the Junior High School at the ninth grade level, and

another approach at the twelfth grade in world geography. The junior college, in its social institutions classes and in world literature, plans additional studies on China.

In the fourth grade, the unit centered around the cultural life of the middle-class Chinese farmer, giving opportunity to study the ancient and modern life of these people. The sixth grade placed the emphasis upon the industrial and economic life of the changing China. In the Junior High School the study included the general cultural life of ancient and modern China. The Senior High School course approached the project from China's relation to the rest of the world, and particularly the Pacific Coast.

The forum series was planned primarily to help the teachers understand China and to furnish them with materials for their teaching. As the project developed, the people of the community requested that the series be opened to them as well. Dr. Yu-Shan Han, eminent Chinese scholar and Professor of History at the University of California, was secured for three lectures. His topics included "International Impact on China and the Revolution," "China: Partner of the Democracies," and "China in the Post-War World." Following Dr. Han, a workshop for teachers developing viewpoints and materials was conducted by Dr. Theodore Chen, well-known Chinese educator and Professor of Asiatic Studies at the University of Southern California. He discussed the following topics: (1) The Chinese, A Psychological Portrait; (2) What China Is Not; (3) Know Your Chinese Neighbors Across the Pacific.

Some teachers were fearful about undertaking a unit on China, because of inadequate knowledge and materials. To offset this fear, a workshop and exhibit was arranged. Mrs. Bess Persels, demonstration teacher at the University of California at Los Angeles Elementary School, was secured to lead a discussion on developing a unit on China at the fourth grade level. She showed a film, depicting the children of the University Elementary School working out such a unit. A period of questions and discussion followed the pictures. Copies of Miss Persels'

extensively developed unit on China were made available to each teacher. At the sixth grade level, a discussion of unit development was led by Miss Mary Lindsey, Principal of the Fairburn Elementary School of Los Angeles. Her experience in teaching such a unit, plus her extensive experience in education, made the workshop a valuable aid to our teachers. The unit on China developed by Miss Lindsey was made available to the teachers as resource material.

In addition to the workshops, an extensive exhibit of books and materials was set up in the Board of Education Building. The curriculum office displayed units of work, resource materials, and the like. Available unit and library books were shown by the Professional Library. The Children's Section of the Public Library co-operated with booklists on China. A surprisingly adequate collection of art and music materials was presented by the art and music supervisors. From this exhibit came a new confidence and enthusiasm in understanding the study of China.

As each teacher left the exhibit, she was given mimeographed lists of books, music, and art materials, and other resource helps. It was pointed out that only those who felt ready to do so, should attempt a unit on China in the spring semester. The others who were interested, but not sufficiently prepared, should wait until the fall semester.

CONSERVATION, IN WAR AND IN THE PEACE TO COME

CARL D. DUNCAN, *Professor of Entomology and Botany,*
San Jose State College

CONSERVATION, A WARTIME NECESSITY

Gone are the days when we can drive up to the corner gas station, fill the tank on the rear of our car with gasoline and head for the open road—the mountains, the desert, or the seashore—for a day, a week, or a summer of vacationing. The war has taken most of our rubber and gasoline and we must conserve the little that remains to us. Shortages and rationing have brought conservation, whether we will or no, into all our lives. The local druggist and physician have relinquished their supplies of quinine to the federal government for use where it is most urgently needed in the malarious battle zones around the world. Local campaigns for rat control must now be based on poisons other than strychnine, for strychnine comes from the Southwest Pacific from lands now largely in the control of the Japanese. High-grade rope and cordage have largely disappeared from the markets, for the best of the fiber of which they are made comes from the Philippines and the East Indies—sources now forbidden to us. No longer may we purchase the unlimited quantities of cleansing tissue, that article of many uses with which in recent years we have so inexcusably littered the countryside. Metal toys have disappeared from the Christmas scene. Salvage, avoidance of waste, and the utilization of substitutes have become commonplace necessities.

Conservation as a part of the war effort has become the keynote of the times. Gladly have we accepted the sacrifices necessitated by the war, the need for making everything go as

far as possible. Cheerfully and without complaint, we shall perform the tasks and obligations necessary for the winning of the war. Eagerly and hopefully, on the other hand, we look to the future, to the return of normal times and the lifting of irksome restrictions. "When this war is over," we say to ourselves, as the longing for some favored vacation haunts periodically sweeps over us, "What we aren't going to do will hardly be worth the telling." In this confident eagerness for the good days to come lies much of the hope and strength of the nation. But in the letdown that will come with the cessation of the war there lies also a danger, the danger that we may forget our wartime lessons of conservation or that we may think that because the war has ended, the need for conservation has ceased to exist. Nothing could be farther from the truth. As a matter of fact, unusually heavy drains on certain of our natural resources made necessary by the war are steadily making conservation after the war more urgent and imperative than ever. And it is the obligation of our public school system, from the kindergartens to the colleges, to translate our wartime lessons in conservation into strong permanent attitudes, for not until conservation as a guiding principle has become ingrained in the fabric of the American spirit and way of life will our future be secure.

PERMANENT NEED FOR CONSERVATION

The broadened consciousness, born of wartime need, that many of our resources are sharply limited and exhaustible, and that others will continue to yield an income of material and spiritual well-being only so long as we intelligently care for them—must be kept alive and caused to grow. The need for conservation is not temporary. It is not abstract or remote. It is an immediate, individual as well as national, concern. The problems of conservation extend beyond the looked-for day of victory and the signing of peace treaties. As long as human life continues they will be with us. With the growth and extension of our civilization they become even more numerous and more acute. No one can afford to be indifferent to them, or unacquainted

with them, least of all the teachers, and the children who look to their teachers for guidance.

OUR WANING HERITAGE

In terms of natural resources we have been and we still are a favored people, but the manner in which we have used our heritage is no cause for pride. With a land area of nearly two billions of acres, the major portion of which contributes in one way or another to our agricultural wealth, with forests that were originally so vast and productive as to be unequalled anywhere in the world, with a variety and abundance of minerals that can be matched by few if any other regions of equal size, with an almost fabulous abundance of valuable fishes and fur-bearers, we have made a very poor record.

Some of our wild animals, among them the passenger pigeon, a bird valuable for food that once thronged the country east of the Rockies in countless millions, and the California grizzly bear, the symbol of our state, have been completely exterminated. Others, such as the prairie chicken, and those valuable fur-bearers, the wolverene, fisher, and sea otter have been so reduced as to be in danger of extinction.

Among our exhaustible resources, some of our minerals promise to be completely gone in a very few decades. Much of the many metals we use can be salvaged and used again. Some, on the other hand, like the lead that goes into the making of paints and ethyl gasoline, once used, is gone forever. Several of our resources, such as our forests, that are renewable providing they are utilized in accordance with conservation principles, are now being depleted so rapidly that the situation is critical. More than eighty millions of acres once covered by productive forests have been so thoroughly devastated that many decades will pass before they will support another growth of trees. Farm lands are being exhausted and abandoned at the rate of around three millions of acres a year. Unless this decline is checked our farms in another hundred years will be unable to support adequately a population such as we now have, much less

the increase that will have developed by then. A great deal of our western range land, on which much of our great livestock industry is based, at the present rate of depletion, will be damaged beyond redemption in another fifty years. What is the answer?

New sources of many kinds of natural wealth are being found, but no longer so frequently as they once were. The chemist's test tube and retort appear to some to be the means of our salvation. There are limits, however, to the number of rabbits the chemist can bring out of his laboratory hats. Much is promised just now in the way of plastics to replace or supplement our diminishing metals. But plastics must be made from something—from coal or oil, which are themselves exhaustible (though there is coal enough for a long time yet), from vegetable oils and vegetable proteins, and from cellulose. The vegetable products must be grown largely as agricultural crops. The cellulose at present we are getting mostly from wood. And we are using our supply of wood *five times* as fast as it is being renewed in our forests!

CONSERVATION THE SOLUTION

The only answer to our problem is conservation. Conservation is not merely desirable. It is an essential condition for the continuance of our national existence as a strong and healthy people! Conservation is the stitch in time that will keep our national shirt on our backs. But what does it mean to practice conservation? It means careful management, intelligent utilization, the budgeting of resources as well as of time and funds. It means living within our natural resources income. At present we are not doing this. Instead, we are destroying the capital without which there can be no income.

Conservation pays! Soil conservation pays the individual farmer in increased crop yields and higher land values, and it pays him promptly. In several parts of our country, the preservation of natural wild-life habitats is providing landowners with an annual harvest of such animals as muskrats that furnish both

food and furs. Much conservation, however, requires governmental action and public cooperation, but these also pay. In a number of states conservation measures have brought back the vanishing beaver. Once again beavers yield an income from the sale of beaver furs to the citizens of these states.

By 1910 the millions of fur seals that once thronged the Pribilof Islands had been reduced by unrestricted killing to only a few thousands. The fur-seals were threatened with extinction! Their value as a natural resource was almost gone. Then, in 1911, in accordance with a treaty between the United States, Great Britain, Japan, and Russia the remaining seals were given protection and the seal herds managed in accordance with conservation principles. In the thirty odd years since then, the fur seals have increased to nearly three-fourths their original abundance and are once more yielding a fur harvest of great value.

CONSERVATION IN EDUCATION

The lessons learned from the application of conservation measures to such resources as the muskrat, the beaver, the fur seals, and our soils, as well as those we are learning from the war, must not be lost. They must be made known to all the people as rapidly as possible. Here is where the schools come in.

No single teacher, or any other individual, of course, can do anything directly or alone to ensure the conservation of our vast national resources such as our forests, our petroleum and coal, or our minerals. But all our teachers together, by supplying information, and by providing the children under their care with inspiration, leadership and guidance, can develop an enlightened citizenry capable of solving all our conservation problems. Moreover, it is the duty of every teacher to work for the attainment of such a goal.

Every division of the curriculum can contribute to the development of conservation consciousness. The tool subjects, the social studies, literature and the arts, as well as the natural sciences, all have contributions to make and all will benefit accordingly. The history of our country is replete with possi-

bilities in this connection. So also are the salvage campaigns that bring extra income to the schools to be spent for new sports equipment, dental services, or something else of direct benefit to the children.

Children need only the feeling of importance, of having a share in things, to enter wholeheartedly into any program that leads to accomplishment. And every child can have a share in conservation, in the conservation of things that are part and parcel of his own world. The construction activities of scout troop and schoolroom teach the value of materials too often discarded, such as tin cans, paper, pasteboard, and cartons.

There are conservation lessons in every piece of wooden furniture or sports equipment and in every piece of lumber or scrap of wood we see. The child who plays baseball learns to pick up his bat with the stamp of the manufacturer uppermost. When he holds the bat in this position he strikes the ball with the grain in the bat turned edgewise. A much harder blow may be struck with the bat so turned. If the bat is held with the grain crosswise, a lusty slugger may break a bat, an important point just now because bats today are difficult to replace.

There are other lessons the bat has to teach. The several layers of grain in the bat show that it takes a tree several years to produce enough wood to make a bat, for each layer of grain represents a whole year's growth of wood. Moreover, a tree must be several years old before it begins to produce the straight and sturdy grain that is essential for the making of a good bat. And even after the tree does produce wood of the desired formation, several more years are needed before the wood acquires the hardness and maturity needed in a bat. The child who knows these things about a bat will have a new respect for it and for other wooden articles as well. Learning that a tree may require from twelve to fifteen years to produce the wood required for a shovel handle, and as much as ten years for a hammer handle will lead to more care in the use of tools.

A Christmas tree three feet high may take ten years to grow, larger ones require longer. Ten years or more of tree growth to brighten our homes for a week or two at Christmas time! Does

this mean, as some persons think, that we should stop having indoor Christmas trees as a conservation measure? Not at all. To practice conservation does not require that we stop using things. It does not mean that we hoard our resources. It means, rather, that we use them wisely. In the case of trees used at Christmas time conservation practice requires that we regulate their cutting, that we use trees that reasonably can be spared. There are plenty of these. For example seedling trees in a young forest commonly grow much more thickly than is desirable. If the forest is to develop into one that produces good lumber, the trees must be thinned periodically. The trees cut in thinning a young forest may quite properly be used for Christmas trees. There should not, however, be wholesale cutting without regard to the development of the forest.

There are conservation lessons to be learned from the grasses and weeds that grow on vacant lots, on roadside banks, and on highway cuts. Often disdained because they do not yield food or salable produce, they are none the less important protectors of our soils. Any child can see that where the ground is covered by grass and weeds, it does not wash away in the rains. Grasses and weeds hold our soils in place. On the barren strips along our roadways as well as on sloping fields, some soil is washed away with every rain. In the muddy rivulets that fill the roadside gutters one can see valuable soil being carried away to the sea. Some of this soil is washed directly into the streams. Some is moved only a few inches a year, but all of it is on its way off of the land and into the sea where it is lost to us forever. New soil is slow in development. When all circumstances are favorable natural agencies unaided may require as much as five hundred years to build a one-inch-thick layer of fertile soil. More than this may be washed away in a single heavy rain when the soil is not protected by vegetation. Covered by grasses and weeds or by bushes and trees the soil is safe from the ravages of running water. It stays in place year after year. It soaks up and holds the water that otherwise would wash it away. The land becomes more productive instead of less productive.

Along the eastern flank of the Rocky Mountains, bunch grasses, and other pasture grasses once held the loose, fine productive soil of the prairie securely in place. We plowed up and killed the bunch grasses and laid the land bare. We planted the grain and other cultivated crops but these gave inadequate protection to the soil. Then came dry years and strong winds. The Dustbowl with all its train of misery and suffering resulted. It would have been far better to have left most of this land in pasture, covered and protected by bunch grasses. Yes, there are conservation lessons to be learned from the grasses and weeds of the fields and roadsides.

An important factor in developing conservation consciousness is the appreciation of things that are common or near at hand. Every teacher should make capital of them. Consider the dictionary, *Webster's New International*, the latest edition. Is it just another book? It is a practically inexhaustible mine of information. If a person were to learn ten new words or expressions from it every day it would take him nearly one hundred and seventy years to master its contents.

Consider the blue gum trees that are dotted over the lowlands of California. They are commonplace and ordinary, devoid of any particular interest to the average California citizen. They give but little shade, they shed quantities of loose bark that is often considered a nuisance; they take nourishment from the soil immediately around them that might be used by crop plants, by garden vegetables, and flowers. However, they also yield eucalyptus oil and eucalyptus gums that have many uses. Eucalyptus oil is employed in the making of dozens of medicines for the treatment of colds and other respiratory afflictions. Considerable amounts also are used in the mining industries. Churned in water and mixed with finely ground ores of the heavy metals, eucalyptus oil and other light vegetable oils cause the particles of metal to separate from the rock particles so they can be collected easily. The child or the grown-up who knows these things develops a new appreciation of the eucalyptus tree. From this it is only a step to a wider appreciation of trees in gen-

eral, and appreciation leads naturally to interest in conservation. Aesop pointed out, long ago, in the fable of the plane tree (usually called sycamore in this country) that a tree is not necessarily valueless because it produces no edible fruits.

Such illustrations could be repeated endlessly but there is no need to do so. Every school community contains materials that may and should be utilized in developing the spirit of conservation. Local features of special beauty or interest—trees, wild flowers, birds, mammals, reptiles, insects, rock outcrops, creek banks, meadows, even city parks and street plantings—deserve to be dignified, or even glorified a little. They should be made the object of special study. Certain ones may be singled out and adopted for special protection by the children of a nearby school. When so treated, they assume an importance and significance that leads naturally to the development of a permanent attitude of conservation on the part of every boy and girl who knows them. On the development of this attitude at the earliest possible date depends the future of our natural resources and much of the welfare of the nation.

When the spirit of conservation becomes a permanent guiding influence in the life of each and every one of us; when we have come to look on our natural resources not as properties that may be owned outright, and used or misused according to the desire of the moment, but as wealth held in trust for the present and future welfare of all our people; when we have come to use our exhaustible resources with the utmost of care, the minimum of waste, and the maximum of salvage; when we have learned to live within the annual income of our renewable resources—our soils, forests, and wild life; then and then only can we presume to have attained maturity as a people. Only then shall we be entitled to the complete respect of other peoples and only through education shall we be able to reach this goal of accomplishment.

AUDIO-VISUAL AIDS IN EDUCATION

During the year 1943-1944, the Committee on Audio-Visual Aids in Education of the California School Supervisors Association¹ has been at work on a variety of problems related to the selection and use of audio-visual aids in the educational program. Included in this report are a statement of the point of view of the Committee on audio-visual aids and the learning process, criteria for appraisal and selection, equipment and its use, and audio-visual aids in the instructional program.

The future work of the Committee will include preparation of bibliographies of audio-visual aids related to curriculum units in the social studies. Such bibliographies will include motion pictures, transcriptions, study prints, slides, and other pertinent materials.

The Committee will direct its effort in the immediate future toward the establishment of an audio-visual service center in the California State Department of Education and will channel the support of the association toward the end that adequate appropriation is made by the California State Legislature to establish and finance such a center. The center as envisioned by the Committee will function to gather, evaluate, and disseminate information, serve as a clearinghouse for experimental studies, establish standards for equipment and instructional material, organize preservice and in-service training for teachers, assist in

¹ The Committee on Audio-Visual Aids in Education consists of N. Evelyn Davis, Supervisor of Audio-Visual Education, Long Beach Public Schools, *Chairman*; Mrs. Georgiana Browne, Director of Radio, Ventura County; John S. Carroll, County Superintendent of Schools, San Diego County; Mrs. Alice DeHater, Director of Art and Audio-Visual Aids, Burbank Public Schools; Mrs. Anna V. Dorris, San Francisco State College; Marian Evans, Director of Visual Education, San Diego Public Schools; Bruce A. Findlay, Head Supervisor, Visual Education Section, Los Angeles Public Schools; Harry Haworth, Supervisor of Library and Visual Service, Pasadena Public Schools; Mrs. Florence Hord, Art Supervisor, Riverside County; Marion L. Israel, Course of Study Assistant, Los Angeles County; Carlton C. Jenkins, Secondary Co-ordinator, Santa Barbara County; Lorene Kille, Director of Visual Education and Library, Alameda County; J. Harvey McCammon, Supervisor of Audio-Visual Aids, Tulare County; James McPherson, Co-ordinator of Visual Aids, Kern County; Katherine Page Porter, Art Supervisor, Beverly Hills Public Schools; Boyd Rakestraw, Associate Director, Extension Division, University of California, Berkeley; Joseph F. White, Director of Visual Education, Ventura County.

the development of local programs, prepare bulletins of helpful materials relative to audio-visual aids in education.

AUDIO-VISUAL AIDS AND THE LEARNING PROCESS¹

The term audio-visual aids has become a symbol of effective learning in the minds of educators. Everyone connected with the development of the learning process, students, teachers, principals, and supervisors, is concerned with the use of these instructional materials.

Audio-visual aids are, first and foremost, an integral part of learning experiences. They are concrete illustrative materials, less abstract than words. They are provided so that children may have direct experience.

Children acquire information through four types of experience personal or direct, observation, reading, and listening. They learn best through personal or direct experience which involves actual doing.

A group of boys and girls may have a series of real experiences in connection with many of their classroom studies. Perhaps an elementary class is studying Early California. They are learning about the type of homes the early Californians built of adobe. It is difficult for the children to imagine the texture and feel of adobe clay, how water makes it plastic, how adobe bricks are put together to make a house only by reading or hearing about it. The subject becomes a much more understandable and meaningful one if they have the opportunity of gathering the adobe clay. They can feel it, sift it, weigh it. They can note its color, its grain, and its texture. They can powder it, add water, and discover how a plastic mass feels. They can learn about adobe bricks by shaping the adobe in a wooden mold and drying the bricks in the sun. They can make the bricks hold together with more clay and use them to build a house. By participating in a direct experience, such as this, children gather first-hand knowledge. They learn by doing.

¹ Alice DeHater, Chairman of Subcommittee on Point of View, Harry Haworth, Marian Israel, Lorene Killey, J. Harvey McCammon.

When a direct or personal experience is not possible the next experience is observation of the object or process. A group of children may be studying textiles. Facilities and looms are not always available for children to produce a textile. They can, however, observe the material itself. A textile may be brought in for their examination and appreciation. They can feel it, lift it, and enjoy its color. To supplement this vivid impression the teacher may project some colored photographs of textiles on the screen, or show some flat pictures, and discuss them with the boys and girls. The pictures are records or representations of the material not the actual textile.

Records or representations of the object are audio-visual aids. They may be flat pictures, slides or film strips, motion pictures, models, or specimens.

Printing is one form of communication for all types of information. Letters are used to make up words. They are symbols and are translated into images by each individual who reads them. Several children may read the same word, *house*. Because of the variety of their backgrounds each will interpret it in a slightly different way. Graphic printing, like verbal printing, is also somewhat abstract. Symbols do not give so true and clear a concept as the observation of the actual object.

Children learn through experiences in listening. Children can listen to the teacher, to one another, to the sounds of nature. They can listen to the radio and hear the President speaking, a news commentator, a symphony orchestra. They can listen to records of these presentations. These records or transcriptions are audio aids.

A competent teacher uses audio-visual aids to present and clarify factual information and to create and sustain interest. If his preparation has been adequate, he understands the subject presented by the visual aid, has planned ways of presenting, discussing, and following up his presentation.

Administrators and supervisors are responsible, to a large extent, for the success of a functional program. They help the entire supervisory and teaching staff recognize the value and use

of these materials as an integral and indispensable part of the educational program. They promote an in-service training program, and develop interest in effective instructional materials, how to use them, and in the operation of available equipment.

The administrator arranges through planning, budgeting, purchasing, and scheduling for carrying on an effective program. He supplies sufficient equipment to meet needs, and organizes a workable plan for utilization, transportation, and repair. He works to insure a satisfactory teaching environment in all situations in which audio-visual aids are used.

CRITERIA FOR APPRAISAL AND SELECTION¹

Four major principles should be kept in mind as audio-visual aids are chosen for use in the school. Audio-visual aids should contribute to learning these ways: (1) extending and enriching knowledge, (2) stimulating interest and provoking thought, (3) fitting the curriculum in its wider and more immediate aspects, and (4) being of such technical excellence that it is a pleasure to use them.

Extend and Enrich Knowledge

Instructional materials must first contain significant information which is understandable to the learner in terms of his experience and level of maturity. Some audio-visual aids which are said to be useful for pupils of several age levels may be found to have been so edited that they are of little use at any particular level of pupil development.

The teaching materials should convey correct concepts and be accurate in factual content. An example of a possible misconception which may result from a picture is that of size. If a grasshopper and an elephant both fill the frame of a picture some device must be used to indicate their true relationship to space. Pictures which are very old may lead to erroneous conclusions about present-day conditions in a city or country.

¹ Harry Haworth, Chairman of Subcommittee on Criteria, Marion Evans, and John S. Carroll.

To extend and enrich knowledge the audio-visual aids should give insight into problems and relationships. The hidden part, the unseen side, the less obvious, should be brought to light and made clear. Through such showings are developed understanding, appreciation, ability, and skill.

Audio-visual aids should meet the first criterion by helping pupils to become sensitive to new developments or problems. Housing, the production of plastics, new inter-racial contacts may serve as examples of fields which should be brought to the attention of pupils by means of these aids to learning. In almost any field about which modern boys and girls study there is a new development or point of view which should receive attention.

Stimulating Interest and Provoking Thought

Well-made and carefully chosen audio-visual aids should stimulate boys and girls to think and to act. These aids should claim undivided attention while they are being shown and should make children desire a further experience in the same or allied fields.

Fitting the Curriculum

Audio-visual aids should relate directly to the lesson or subject which is of importance to a particular group of pupils at a particular time. They should contribute to the specific objectives of an enriched learning experience in terms of pupil-teacher purposes, needs, and interests. One effective aid aptly applied is superior to many that have little relation to the lesson content.

The broader as well as the more immediate aims of the curriculum should be met in the selection of these aids. They should be free from destructive propaganda and objectionable advertising. They should without exception give positive impetus to the promotion of desirable qualities of living such as health, social and environmental adaptation, work skill, worthy use of leisure, appreciation of beauty, creative expression, and development of ethical values.

Technical Excellence

Each type of instructional aid should be chosen to present content in terms of the specific form and the unique qualities inherent in it: motion pictures for action and continuity; slides and film strips for details and concentrated study by the group; study prints for individual research; maps and charts for the teaching of abstract ideas and information; stereographs for truer perspective; transcriptions for sound and delayed rehearing; school journeys for firsthand experience and observation; and specimens and exhibits of objects and materials for the study of details making up certain life experiences. For example: the choice of a motion picture which consists of a series of still pictures should be seriously questioned.

Audio-visual aids should be effective in graphic and verbal content. In all presentations of processes there should be an opportunity for close observation of detail with the entire sequence developed slowly enough for complete understanding. The commentary, if there be any, should fit the age level of the pupils most likely to be interested in the subject matter. It should be spaced and planned for the enhancement of the teaching qualities of the picture. Musical backgrounds should be functional in the emotional or intellectual purpose of the picture. They should not be mere fillers of otherwise silent places.

Aids should be economical in terms of the time of teacher and learner. They should be durable, of good quality, and of a form suitable for circulation to classrooms.

Well-designed, beautiful instructional aids, attractively arranged, have wide educational usefulness. Each picture or series of pictures should be simple in composition and yet contain some element of the dramatic.

Photographic exposure and processing should result in pictures sharp in focus, clear in detail, and free from blemishes. Sound should be distinct and pleasing, and if it is to accompany a picture it should be perfectly synchronized with that picture.

EQUIPMENT AND ITS USE IN AUDIO-VISUAL EDUCATION¹

The use and care of equipment necessary for the presentation of projected materials, transcriptions, and radio programs create problems which demand the united efforts of all school personnel for solution.

The operation of this equipment requires an electric current. The machines are usually heavy and effort must be expended to set them up properly in the room in which they are to be used. Almost invariably they require a special table or bench for proper placement. Facilities for darkening the room are often needed. All equipment requires special knowledge on the part of the operator if it is to be of the greatest use.

The following questions about equipment should be answered by those who wish to use audio-visual aids wisely and well.

1. Where is the best place for each teacher to present slides, films, transcriptions, and radio programs?

This question can be settled only when the purpose of showing the specific materials is known. If a teacher and class are using these aids to solve problems which have arisen in their classroom work, the classroom is usually the best place for viewing them. If the principal of the school is using a motion picture to stir his entire student body to united effort the auditorium may best serve his purpose.

For the school to count upon the use of the auditorium for the showing of all audio-visual aids is to court disaster because of problems of room scheduling alone. The auditorium in most schools is used almost constantly by bands, orchestras, and large group gatherings.

In some buildings one classroom may be set aside for audio-visual work. Such a room may be too remote from some classrooms to attract teachers to it. It may not be adequate

¹ Marian Israel, Chairman of Subcommittee on Equipment, Alice DeHater, Georgiana K. Browne.

for the use of all audio-visual aids. It may not afford the close relationship to the particular teaching situation involved, to be most effective. Nevertheless in schools where a room is vacant it may help to solve the problem of using audio-visual equipment. In most schools the classroom will prove to be the best place for using audio-visual materials.

2. Can classrooms be equipped for the use of audio-visual materials?

The question of electric outlets is one which can be relatively easily settled even in an old building if a source of electric power is at hand. Outlets can readily be installed; the cost is not large.

The darkening of the classroom presents some problems but these are by no means insurmountable. Opaque window shades are usually adequate. They may not completely darken a room but with a satisfactory screen and a modern projector it is seldom necessary or even desirable to provide complete room darkening.

If window shades are not available it is possible to use a translucent screen and a short lens on the projector. For sound motion pictures a mirror attachment on the projector is necessary to show films in a light room.

3. Can equipment be transported from room to room?

If the table used for projection in a classroom is provided with wheels it is possible to roll the table from room to room with the equipment upon it. These tables may be as elaborately equipped with shelves and drawers as is necessary.

In one school system apple boxes have been equipped with broomstick handles and reinforced bottoms and used by children for transporting equipment up and down stairs.

4. May teachers have the use of equipment for enough time to do effective teaching?

The length of time a teacher may use equipment depends upon the amount of equipment available in any school system. It also depends upon the teacher's ability to operate the equipment himself and upon the space he is able to use. If he must use a paid operator and the auditorium, his chance of having the projector for an adequate length of time is greatly reduced. If one projector must serve a number of schools each teacher will have only limited time for its use.

5. Can teachers learn to operate equipment?

Teachers learn to operate automobiles, sewing machines, typewriters, and airplanes. There is no doubt that they can learn to operate any kind of audio-visual equipment.

Some of the simple skills required are:

- a. How to tune a radio accurately to a particular station.
- b. How to set up, thread, and operate projection equipment.
- c. How to replace a lamp and fuse in a projector.
- d. How to repair a broken belt.
- e. How to splice a film.
- f. How to place a screen in a light room to secure the clearest picture.
- g. How to operate a transcription player which has two speeds.

Teachers can acquire these skills only through instruction, but such skills can be learned in a few hours.

6. Are there times when it is desirable to relieve the teacher from the task of operating equipment?

Upper-grade teachers are undoubtedly depriving their pupils of a definite educational opportunity if they do not teach them to operate equipment. The teacher who has

taught a pupil in each of his classes to operate a machine is free for the more important guidance of the children in the learning process.

Teachers who have not fully mastered the use of equipment may wish to work in pairs for the showing of pictures until each has gained confidence in his ability.

7. Who should service audio-visual equipment?

Oiling equipment and making minor repairs should be the task of specially delegated persons for each school or system. Unless the school is fortunate enough to have a trained technician on its staff, repairs involving the electrical system or major mechanical features should be made by a commercial firm. If the problems involved in the care and use of machines are not solved, the audio-visual program is doomed.

Administrators, supervisors, and teachers who wish to afford their pupils the advantages of modern scientific developments in this field will find themselves amply repaid for any effort they may expend upon learning about audio-visual machines and their use in school work.

TECHNIQUES FOR USING THE MOTION PICTURE IN THE CLASSROOM¹

Any hard and fast rules for the use of the motion picture in the instructional program are not justified on the basis of any available data. Concrete suggestions that will make it easier for the teacher to use the film in his instructional procedures may be offered.

Purposes for Using the Motion Picture

It is important that the teacher know why he is using a motion picture. We are not opposed to entertainment in the classroom or out of it, but we feel that the majority of the films

¹ Carlton Jenkins, Chairman of Subcommittee on the Use of Audio-Visual Aids, Georgiana Browne, and Joseph F. White.

used in school should be related to definite teaching purposes. We do not wish to imply that one film by itself will fulfill any complete educational purpose. On the other hand, one film will often contribute to the accomplishment of several purposes. Films are used in relation to reading materials, slides, maps, charts, and all other materials and equipment. We do mean to imply that it is important that a teacher have a reason for using a film other than simply "showing a film."

The importance of using a film for a definite purpose is evidenced most completely when one tries to evaluate the educational results of the use of the film. Unless he knows what he wishes to accomplish, the teacher will have no basis for designing a test or setting up observations which will help him find out whether the use of the film was effective.

Place of the Motion Picture in Unit Teaching

There is no best time in a unit for the presentation of a film, but the teacher should plan carefully for its relation to the total unit of instruction. We do not agree that the best place to use a film is at the beginning of a unit, the middle of a unit, or for review. We do hold that the teacher should know why he uses the film in the place he does.

Films are very useful in the initiating of units. A teacher wishing to open possibilities for the solution of a problem may show a number of films on various topics to give a basis for selection.

If a teacher uses a film in initiating a unit, he will need to plan for its use, but will not necessarily need to have any pre-teaching with the class. We should be wary of the statement that the use of a motion picture should always be preceded by "build-up" teaching.

After a unit has been decided upon, films may be used to indicate the various subproblems within the unit which may serve as centers of activity for the class committees.

When a unit is under way a committee may wish to report some of its results to the total group. A motion picture can often

be used very effectively for this. Likewise, motion pictures can be effectively employed in the culmination of a unit, particularly in cases where the culmination takes the form of a public or semipublic presentation.

The Conducting of Discussions on Films

It is well for the teacher to know exactly what he is going to do when the projector stops at the end of a film. The end of a motion picture is often followed by a deadly and embarrassing silence. It is at this point that the teacher needs to know exactly where he goes from there.

Not all films will be followed by class discussion. Of course, however, if the teacher does plan to discuss the film immediately after its showing, he should have his line of attack well worked out in advance. This means that he will have previewed the film before showing it to the class. Opportunities for previewing films should always be provided teachers, for otherwise there is little chance for definite planning of a discussion. This preparation of the teacher does not imply that he has to stick to his planning through thick or thin. If the class takes the initiative and goes off on a worth-while aspect of the film, the teacher should be flexible enough to go along with them, although he may wish later to return to some phases of his preplanning.

We should keep in mind the fact that the essential feature of a discussion following a motion picture is the content of the picture and not the characteristics of the film itself. In most cases we use a film to bring us a certain phase of experience, and it is from that experience that the discussion takes its point of departure.

One way of opening a discussion following the showing of a film is to get the class to state the particular issues involved. After the class has stated the problem and identified the issues from seeing the film, the issues might be written on the blackboard and the plans for collecting data and resolving the issues developed from this point on.

Too often teachers begin a discussion by saying, "How did you like the picture?" The weakness in this approach is that it centers the attention of the child on the picture rather than on the experience which was portrayed in the picture. While a discussion of the photography and acting may be desirable sometimes, one rarely shows a motion picture in public schools for the purpose of stimulating a discussion on the technical aspects of production.

When and How Often to Use the Motion Picture

No authority has yet decided how many times a given film should be shown. A film should be shown as often as is necessary. The solution of this problem depends on the purpose. If one wishes to develop interest which may lead to the choice of a problem for study, one showing may do the job. If one wishes, however, to develop a thorough understanding of a situation, several showings may be necessary.

No authority has decided how often films should be used in relation to other media. It is often said that no teacher should use more than two films a week. We protest against such a statement. The use of films is often abused and some teachers who do not know how to use films effectively can waste time by showing film after film. The frequency of the use of films, in relation to other media depends on the purposes. In initiating a unit and opening possibilities of exploration, a teacher may legitimately use quite a number of films in a given period of time. Of course, we should always guard against the abuse of using films on the part of overenthusiastic teachers who do not carefully consider their reasons for using films.

Sound or Silent Films

No authority has settled the question of the relative merits of sound or silent films. It is a mistake to say that either sound or silent film is the only thing. There are definite advantages in each. In using the silent film, for example, the teacher has the

opportunity of doing his own explaining in terms of his own purposes. On the other hand, it is possible for the teacher to cut the sound on a sound film and be his own commentator. A weakness of the silent film is that much valuable footage has to be taken from the visual experience presented in order to accommodate the written captions. In the sound film, there is the distinct advantage of having the explanation of the commentator taking place along with the action which he is explaining. Likewise if we expect the film to serve the function of dramatizing experience we can readily see that sound is very valuable. In *The River* the music and sound effects added greatly to the meaning and effectiveness of the picture. Without the music this picture would not have been nearly so effective.

Silent equipment is cheaper, less complicated to operate, and less cumbersome to carry around. These factors should not be overlooked in the practical public school situation.

Auditorium or Classroom Use

Some schools follow the practice of showing films in the auditorium and bringing the entire student body in to see them. This practice may be all right if one wishes to provide entertainment, but it is hardly defensible if one wishes to provide children with educational experiences. People who follow this practice assume that all classes in the building have identical educational objectives which can be attained by the seeing of a particular film. They may not admit this, but they are acting in terms of it if they bring everyone into the auditorium to "see the picture." We know that objectives vary from one situation to another within the school and that the attainment of these objectives is not a chance affair. Another weakness of the auditorium showing is that the children feel that it is an entertainment situation, even though the administration may not have intended it to be so.

In school systems where it is impossible to equip all classrooms for motion picture use, it is best to set up one or two classrooms and reserve them for the use of teachers showing films. While this situation is not ideal, it is much better than bringing

even one class at a time into the auditorium, and it is certainly superior to the mass auditorium situation.

Grade Level Placement of Films

It is probably a mistake to say arbitrarily that it is particularly for seventh grade, tenth grade, or some other grade. Certain motion pictures have been successfully used over a wide range of grade levels. Since there are no reading or language difficulties involved, it is often possible to get good results in using films in as many as two or three grades below the level where some expert has placed them. The decision to use a film on any grade level depends upon the particular educational purposes for which one wishes to use a film.

Summary

Probably the most important elements to consider in the use of a motion picture are the educational purposes for which the film is being shown and the relation of the film to the development of the unit of instruction. There are many reasons why teachers may show films, but it is important that the teacher be aware of the particular outcomes toward which he is striving. Likewise he must know whether he wishes the film to make its contribution in the initiation, the implementation, or the culmination of the unit. The use of motion pictures, like the use of other materials, demands careful preplanning, particularly with reference to the discussions following the showings of the films in class. There are no data justifying dogmatic assertions as to the frequency with which films should be shown. The only common sense rule would appear to be that a particular film should be shown as often as necessary in order to facilitate the purposes for which it is used and that in general films should be used as often as they seem to contribute definitely to the educational process.

PIONEERING IN CHILD-CARE SERVICES

HELEN HEFFERNAN, *Chief, Division of Elementary Education,
California State Department of Education*

As the most recently developed service to children in California, the child-care center, gentle daughter of Mars, claims the solicitous attention accorded the very young and children who do not have normal home care. Begun under the wartime stress of labor scarcity, child-care centers are meeting a pressing need of war workers in nearly a hundred California communities. But of more fundamental importance, the child-care centers are supplying a state-wide experience which will build deeper understanding of the societal values to be derived from intelligent care and guidance for the children who will determine the future.

PURPOSE OF CHILD-CARE SERVICES

In a directive bulletin from the California State Department of Education, the purpose of the preschool unit is defined in these terms:

The program of the preschool unit is planned to meet the needs of young children, further their wholesome development, and safeguard their health. In wartime certain new and unusual aspects of these needs must be considered. The purpose of preschool care is to supplement the home. A good preschool unit should provide an enriched environment but at the same time protect the child from overstimulation. It should give him an opportunity to perceive his world safely, to touch, to smell, to taste, and to listen. It should help him to establish good habits. At the present time when many homes are crowded and inadequate, the service of the preschool unit in helping children to establish good health habits is especially important.

For many young children one of the most important functions of the preschool unit is to provide adequate rest, to supply a time

and place for quiet sleep. The child needs a chance to play by himself and to play with other children of his own age, strength, and skill, as well as with older and younger children.

In many ways wartime conditions force a precocious maturing. More than ever children must become self-dependent in so far as possible. Yet they need to be in a protected environment while developing such habits and attitudes.

In order to meet the demonstrated wartime demands for group care of children two to five years of age the program should consider growth needs which are the same in peace as in war. The program should conform to the best developmental practices and highest standards permitted by present conditions. It should supplement the home in providing needed care and instruction for young children.¹

In relation to the care of school-age children the same publication presented the following statement:

It will be possible for the child-care center to provide experiences which only the best homes provide for children, with the added value to the child of teaching him to work with other children in a social group. Such a program has potentialities for danger if it results in the regimentation of large groups of children. All persons involved in planning or carrying on the program must be governed by a thorough understanding of the principles which underlie the education of a free people.

In planning a program for group care of school-age children, it is essential that certain principles be considered:

1. All of the experiences provided for the children must be worth-while to future members of a democratic society and so considered by the children.
2. These experiences must be within the range of the children's abilities and must be capable of challenging the capacity of every child.
3. They must augment and extend the desirable experiences of the school program.
4. They must be varied in their nature so as to satisfy the physical, intellectual, social, and emotional needs of the children. Pro-

¹ California Program for the Care of Children of Working Parents, California State Department of Education Bulletin Vol. XII, No. 6, August, 1943, pp. 47, 48.

vision must be made for physical activity, rest, a well-balanced diet; for the extension of interests emerging from the school program; for numerous opportunities to engage in enterprises involving the whole group, the school-grade groups, smaller groups based upon special interests; for time to satisfy individual interests; and for a variety of esthetic experiences.

5. A fine balance should be maintained between guidance which aims to be directly developmental and that which allows children freedom without apparent supervision.
6. Guidance should result in the deepening of interests for the children and leave them with the feeling that life is fun.
7. Organization and routine should be so handled as to result in growth in ideals and attitudes which are essentially democratic.
8. All opportunities for building fine relationships between parents and children, parents and members of staff, and among children should be capitalized.
9. All opportunities should be utilized to help parents acquire better understanding concerning the nurture of children and fuller realization of the implications of the program which is provided for their children.¹

As the child-care program developed in certain communities the personnel of the center has become aware of the importance of strengthening home and family ties. Definite effort has been directed toward building in children a compelling pride in the contribution of their parents to the war effort and to awaken in the children a desire to help at home and thus to make their not inconsiderable contribution to the herculean struggle which now engages young and old.

EXTENT OF PROGRAM

As of January 12, 1944 on the basis of figures supplied by the Federal Works Agency, 75 school districts in California were providing child-care services; of these 49 were operating units for preschool and school-age children, 25 were operating preschool units only and 1 was operating service for school-age

¹ *Ibid.*, pp. 52, 53.

children only. In the school districts in which service was provided for preschool children, 201 units were in operation serving 6,071 preschool children. In the school districts serving school-age children 173 units were in operation with an enrollment of 4,420 school age children.

A TYPICAL PRESCHOOL PROGRAM

A typical day in the preschool unit of a child-care center is reported by one of the small cities in northern California. Formerly a popular coast resort, it has become the residence for hundreds of families of service personnel.

Upon arrival at the preschool unit, the temperatures of the children are taken and a careful inspection of skin, nose, and throat is made. Children are then sent to the cafeteria where they are given cod liver oil and fruit juice. On the west side of the school is an enclosed play yard with swings, a slide, a playhouse, and a sandbox. The activities of the younger age group are supervised in this area. The older group is supervised in another area having two large sandboxes, a varied assortment of wheel toys, seesaws, climbing ladders, and slides. During inclement weather a large, well-ventilated playroom is used.

At some time during the day most of the children participate in painting at easels, finger painting, clay modeling, and block-building. Many experiences are provided with music.

At 11:30 a.m. all toys are put away and the children go to their individual lockers for their slippers. Lockers are identified by a vivid picture of a flower, fruit, or animal with a corresponding picture on the child's cot. The children go to the lavatory and then rest quietly until lunch time.

The children have luncheon at small tables under teacher supervision. A well-balanced meal is served and a pleasant atmosphere is maintained throughout the lunch time. Following luncheon, the lavatory routine is repeated and each child has a two-hour nap with a teacher supervising the sleep.

Upon awakening the children return to the dining room where they are served milk and crackers. A short play period,

music period, and story hour completes the day until the children are called for by their parents.

EXTENDED DAY-CARE PROGRAM

In administering the extended day-care program for the children 5½ to 16 years, one community uses the school playground and the U. S. O. park playground for games and sports. The school auditorium is used for indoor activities. Because of the wide range of ages, the children are divided into groups based on age and maturation. Each group has a head teacher with assistant teachers who help guide the children in their work and play.

In addition to games and sports the girls and boys engage in dramatics, puppetry, folk dancing, modeling in clay, painting, puzzle solving, sewing, knitting, weaving, group singing, and scrapbook making. In this particular school music programs, story hours at the library, hobby and pet shows have been provided for the children. Each Sunday those who desire attend a near-by nondenominational Sunday School accompanied by a teacher.

In one of the small southern California cities which has experienced the phenomenal increase in population of 147 percent since 1940 due to the development of war activities, the service for school-age children includes a health inspection on arrival. Children arriving at 6 a.m. are encouraged to take an additional hour of rest. They then have breakfast with the older children assisting in its preparation and service. A nourishing noon meal is followed by another half-hour rest period. Orange or tomato juice is served in the mid-morning; milk and crackers as an after-school snack.

A variety of activities has been provided including music, dancing, dramatization, books and stories, creative writing, painting, sculpture, carpentry, games, gardening, motion pictures, and hobbies. Teachers guide the individual child so as to foster good citizenship and wholesome personality development.

They attempt to provide a well-balanced day and are selected for their ability to live and work with children.

A COMMUNITY ENTERPRISE

All school districts report excellent co-operation from individuals and organizations in the community in their pioneering efforts to free mothers for needed wartime employment.

Many districts commend the fine services of the local press in devoting space to announcements, descriptions of work, and pictures of child-care centers. Regardless of this generous publicity, many persons miss such news stories and are unaware of the nation-wide provision for care of children in war time. A plan of systematic publicity in the form of a weekly report on some item of interest is achieving satisfactory results as measured by increased enrollment.

Local employment offices have displayed posters advertising the centers and application blanks for entering children. Counsellors in industry have discussed with prospective women employees their plans for caring for their children and have supplied information about available child-care facilities. Theaters have shown screen flashes urging parents to use the center. Ministers have advised their congregations concerning the establishment of centers. The school departments have sent letters home by the children and have discussed the new service at parent-teacher meetings.

The block mothers have been appealed to for many kinds of assistance. They have conducted surveys to discover reliable women who would supply day-care for children, to find women who would care for sick children who could not be cared for at the center, or to list children of all ages in need of care because of the mother's employment. Women who have agreed to open their homes to children who have been left alone or who are frightened in time of emergency usually have a deep interest in child welfare and have been an unfailing source of assistance in bringing the child and the service together.

The State Department of Public Health is rendering valuable consultant service in the nutrition and child-feeding program. A staff of trained nutritionists is available on call to advise with child-care personnel on menu planning, food service, care and handling of food.

One typical report contains the statement, "The lack of refrigeration was promptly met by the assistant teacher in charge of food service, who located, purchased, and loaned a good used electric refrigerator." No personal sacrifice seems too great to be made in the interest of children.

In one locality the county health department has furnished health service for all children including health examinations and immunization against diphtheria, smallpox, and whooping cough.

A much appreciated service to the nursery school in another community is the Friday clinic which is conducted by a leading physician assisted by the school nurse. At this time new enrollees are given a thorough physical examination and the necessary immunizations. On Thursday mornings a dental clinic is held. All preschool children are eligible for this clinic without cost to the parents.

County libraries have permitted the child-care centers the use of many books suitable to the various age groups. In more congested centers the public libraries have sent librarians to the schools weekly with a motor car loaded with books to circulate because of the difficulty of transportation for children. One child-care center in a less densely populated district is allowed to use a near-by park where a swimming pool is available for the school-age children and a wading pool for the preschool children.

The city council of one district granted the use of ground in the library park for the location of a new nursery-school building to be erected by the government in the near future.

One school administrator reports that the school building in which the child-care center is housed is in a quiet residential section of the community, free from traffic problems and for purposes of child-care it is ideal. The one flaw in the situation is

the fact that the building is not centrally situated. Fortunately, however, this difficulty is not insurmountable. The Red Cross station wagon, manned by the Red Cross Motor Corps, picks up most of the children in the morning and stands by until the daily physical examination is complete, in order to return to his home or designated foster home any child found to be ill. In the evening the Red Cross station wagon transports the children who have no other means of transportation.

PARENTAL CO-OPERATION

The administrators report excellent co-operation on the part of parents whose children are enrolled in the child-care centers. In many cases necessary equipment has been contributed by the parents and occasionally parents have assisted in remodeling or redecorating rooms to be used.

Ordinarily the child-care center makes few demands upon the parents. Parents have complied reasonably well with local regulations regarding the payment of fees, calling for children at specified time, health examinations, and immunizations.

Because mothers have little free time parent participation is not expected and almost no effort is made to carry on a systematic program of parent education. One district report states that counseling of mothers when they call for the children is definitely planned. It was generally agreed that contact between the parents of preschool children and the staff of the center was superior because parents of young children usually bring the children and come for them at night thus offering frequent opportunity for exchange of views between parents and child-care workers.

PARENTS NOTE EVIDENCES OF GROWTH

Mothers of preschool children frequently express appreciation for the work of the center. They are relieved of concern for the welfare of their children and many are aware of the excellent training they are securing since they note the changed

behavior. The children steadily increase in weight, grow more courteous and prompt in responses to parents and fellows, are orderly in the care of their simple clothing, breakfast without quibbling over likes and dislikes of certain food, learn to do things for themselves and to be helpful to others—in fact they begin to show consideration for others. In learning to let the other child take his turn at the swing or with a toy, to lie quietly on his cot though he cannot sleep, while others nap, perhaps the child has caught the first glimmer of a philosophy that will broaden his outlook and deepen his understanding of life.

PERSONNEL OF CHILD-CARE CENTERS

A point of view is too frequently expressed that all newcomers to a community constitute a so-called community problem. As a matter of fact, experience in the child-care centers has revealed many trained educational workers among these people from other states and countries. One child-care center which has been outstanding in accomplishment reports its good fortune in securing as supervisor a woman who had extensive experience in the organization and administration of a large hospital and a child-care program in another state.

A community which operates its child-care service seven days a week from 6:30 a.m. to 5 p.m. in order to meet the need of the mothers in its five shipyards has had to stagger the hours and arrange the shifts of the teachers who work 40 hours a week and 8 hours a day so that the $73\frac{1}{2}$ hours weekly during which the center operates is adequately staffed at all times. Drawing upon available local resources, sufficient qualified personnel has been discovered to staff the complex service made necessary by local conditions.

A rather unusual staff illustrates the bond between the Pacific Coast and the Navy. One city which is reputed to be the favorite home of Navy personnel is living up to its reputation as reflected in the staff of its child-care center. The head teacher and two assistants are the wives of Navy men, one teacher is the

widow of a young Navy captain, and another is the daughter of an admiral. All have been trained for teaching, one with special training in physical education, another trained in music.

The California State Department of Education which is legally authorized to issue permits to supervise and care for children and perform other services in child-care centers has issued approximately 1300 permits to February 29, 1944. This number includes permits to professional personnel for care of children 2 to 5 years of age, for children 5 to 16 years of age, as well as to cooks, custodians, housekeepers, nurses, and student assistants.

THE USE OF VOLUNTEER WORKERS

Reports from a number of centers emphasize the excellent results achieved in activities conducted under the direction of trained staff members. Administrators report that the constantly shifting personnel of volunteer workers is not conducive to efficient operation in most instances. Student assistants under the guidance of a qualified director, however, have served to relieve the pressure on overworked members of the staff at peak hours of the day and on Saturday.

Certain centers have made wise use of older children and youth as participants. The Los Angeles schools have provided opportunity for seventh- and eighth-grade girls to help in the preschool centers. Several high schools have offered courses in child-care including active participation in children's centers. A 26-page mimeographed bulletin, "Suggestions for a Functioning Program of Student Participation in the Nursery Unit of Child-Care Centers," has been prepared by the Division of Instruction and Curriculum. The bulletin contains practical information on what constitutes a good nursery center, the needs of young children, playground activities, food, lunch-time routines, eating habits, rest and sleep, cleanliness, books and stories, painting, music, work with clay, experiences with plants and animals and behavior patterns.

CONCLUSIONS

The care of children of working mothers in California is fraught with difficulties. These vary with the locality, and no matter how familiar one is with the educational, economic, industrial, and agricultural situation of a particular area it is impossible to foretell the future of any project.

With the resources available it would be impossible to assay the value of the program up to the present time. A mountain of evidence is accumulating concerning the improved health of undernourished children, of better personal adjustment and social integration. The economic value to the community in the prevention of disease and delinquency probably far outweighs the cost of the service.

Although the number of children being cared for in the centers is not so large as was anticipated, those responsible for administering the plan in California believe that the effort has more than justified itself.

TEACHER INDUCTION: A FIRST STEP IN IN-SERVICE TRAINING

EDWARD S. ESSER, *Co-ordinator, Intermediate and Upper-Grade Fundamentals, Stockton Public Schools*

City school systems undergo constant change as they extend their usefulness to the communities that support them. Teachers already in service adjust to these emerging changes gradually and imperceptibly, learning to make effective use of the varied services and personnel offered by the department in which they happen to be employed. The new teacher, however, lacking both experience and orientation is likely to be confronted with annoying limitations and frustrations in her beginning days. Because many things need to be done to help the new teacher speedily find her way about in the school system, it is obvious that in-service training should start with a sound induction program.

Working on this assumption, the administrative and supervisory staff of the Stockton Unified School District at the beginning of the 1943-44 school year planned and carried out a week of orientation experiences for a group of forty-five entering teachers. In setting up the program, these objectives were held in mind by the staff:

1. To establish a working relationship between teachers and the administrative and supervisory staff
2. To acquaint teachers with the philosophy of education from which stems the practices and policies of our Stockton Schools
3. To acquaint teachers with their rights and responsibilities in the matter of curriculum development
4. To acquaint teachers with the various special services of the schools of Stockton.

5. To acquaint teachers with opportunities in the school system for continuous in-service training
6. To acquaint teachers with the coordinated system of social agencies as a resource in guiding children
7. To put teachers in touch with printed instructional materials
8. To present teachers with printed copies of the Rules and Regulations, and to familiarize them with those portions of the rules that apply specifically to teachers
9. To acquaint teachers with the over-all picture of Stockton and its environs with a view to bringing about a better understanding of the needs, problems, and resources of the community.

INDUCTION STAFF

Leaders for induction sessions were drawn mainly from the administrative and supervisory staff. In addition two representatives of outside organizations were invited to participate. The various departments and services were represented by the following personnel:

1. City Superintendent of Schools
2. The Supervisor of Child Welfare and Attendance and Assistant Supervisor
3. The Director of Research
4. The Director of Vocational Work
5. Co-ordinator of Elementary Libraries
6. An elementary science teacher
7. Supervisor of Elementary Art
8. Supervisor of Elementary Music
9. Co-ordinator of Kindergarten-Primary Curriculum
10. Co-ordinator of Intermediate and Upper-grade Fundamentals

11. Secretary of the Stockton Chamber of Commerce
12. A Parent-Teacher organizer and leader
13. Supervisor of School Nurses.

Induction Week began on Monday, September 6, and ended on Saturday, September 11. Some organizational ingenuity was required to place teachers in groups in which their special needs could be met. In some sessions the entire group could be taken as a whole; in others the large group was divided on the basis of subjects or of grade levels. Procedures used by leaders included lectures, discussions, work-shops, and tours. A social function in the form of an afternoon tea furnished relief from the strenuous educational sessions and gave the teachers opportunity to meet members of the board of education.

AGENDA OF INDUCTION MEETINGS

Some idea of the nature and scope of the work covered during Induction Week can be gained from the following agenda listed by departments or organizations.

1. Administration

Leader (City Superintendent)

Agenda

- a. Welcome new teachers
- b. Introduce teachers to Staff
- c. Explain administrative set-up
- d. Direct tour of administrative building
- e. Present book of Rules and Regulations
- f. Explain portions of rules applying specifically to teachers
- g. Present aims and philosophy of education
- h. Discuss place of special subjects in program
- i. Explain work of curriculum committees
- j. Introduce teachers to their building principals
- k. Make special appointments with teachers

2. Child Welfare and Attendance

Leader (Director of Child Welfare and Attendance and Assistant Director)

Agenda

- ✓ a. Discuss problems of adjustment
- ✓ b. Discuss maintenance of attendance
- ✓ c. Describe functions of Attendance Office
- ✓ d. Explain the function of the adjustment class
- ✓ e. Explain the use of record forms

3. Research Department

Leader (Director of Research)

Agenda

- ✓ a. Explain work of testing and research department
- ✓ b. Conduct a survey of tests given at each level
- ✓ c. Indicate the place of testing in an educational program
- ✓ d. Conduct grade group meetings

4. Vocational Department

Leader (Director of Industrial Education)

Agenda

- ✓ a. Justify the place of industrial work in the curriculum
- ✓ b. Explain increasing emphasis on this type of education
- ✓ c. Explain shop set-up
- ✓ d. Discuss objectives of shop program
- ✓ e. Point out the three phases of this type of education
 - 1) Industrial arts
 - 2) Vocational training
 - 3) War production
- ✓ f. Suggest implications for the future

5. Library Department

Leader (Co-ordinator of Elementary Libraries)

Agenda

- a. Point out value of professional library for in-service training
- b. Inform teachers of classroom materials available in central and in building libraries
- c. Describe method of circulating sets of readers
- d. Point out types of books available for primary library tables
- e. Describe system for withdrawal of materials
- f. Encourage fullest utilization of library

6. Elementary Science

Leader (A Science Teacher)

Agenda

- a. Describe scope and content of elementary science course
- b. Conduct a visit to an elementary science classroom
- c. Discuss intermediate and upper-grade science methods

7. Art

Leader (Supervisor of Elementary Art)

Agenda

- a. Explain the functions of art
- b. Show how it can correlate with whole curriculum
- c. Discuss philosophy, aims, and objectives
- d. Conduct exhibits and give explanations
- e. Present an art bibliography
- f. Give a demonstration of techniques
- g. Conduct group meetings on primary, intermediate, and upper grade levels
- h. Hold individual conferences with new teachers during the first six weeks of school

8. Music

Leader (Supervisor of Elementary Music)

Agenda

- a. Plan and carry out a general discussion and invite questions
- b. Hold meetings on primary, intermediate, and upper-grade levels
- c. Discuss the philosophy, value, and history of music
- d. Indicate the role of the teacher in a music program

9. Primary Curriculum

Leader (Co-ordinator of Kindergarten-Primary Curriculum)

Agenda

- a. Give an over-all picture of the primary program
- b. Describe the staggered plan of sessions
- c. Describe primary curriculum committees
- d. Point out need for careful planning

10. Intermediate and Upper-Grade Curriculum

Leader (Co-ordinator of Intermediate and Upper-grade Fundamentals)

Agenda

- a. Discuss the language arts course of study
- b. Discuss the social studies course of study
- c. Discuss the arithmetic course of study
- d. Discuss program making
- e. Discuss policies of grouping, reports to parents, and adjustment
- f. Describe community services outside the school for children

11. The Chamber of Commerce

Leader (Secretary of Stockton Chamber of Commerce)

Agenda

- a. Describe industrial and geographic setting of Stockton
- b. Review local history
- c. Indicate interesting and significant landmarks

12. Parent-Teacher Association

Leader (A Local parent-teacher organizer and leader)

Agenda

- a. Explain the over-all organization of the Parent-Teacher Association
- b. Invite teacher cooperation with their local units

13. The San Joaquin Local Health District

Leader (The Supervisor of School Nurses)

Agenda

- a. Describe the various services of the health department
- b. Explain the preparation of class health charts

OTHER FEATURES

The agenda indicated in the foregoing list occupied the better part of five days. On the second day a tour to the Stockton Junior College and the College of Pacific was conducted by members of the staff. On Saturday morning teachers were taken on a tour of the city, visiting all school sites and observing the economic pattern represented by the housing environment on both sides of the railroad track.

Saturday afternoon was given over to faculty meetings in the various school buildings. Here new teachers were introduced to their co-workers and were given instructions by their principals.

EVALUATION

At the first staff meeting this fall we took time out to evaluate our induction program. It was generally agreed that the sessions had been too long and that the work had been too highly concentrated. In spite of this the belief was expressed that objectives set up had been met to an appreciable degree. The following suggestions for later induction programs came from members of the staff:

- a. Aim to cover less ground in induction meetings, but call teachers back soon after school starts to locate and dispel confusions
- b. Give teachers copies of the agenda or outlines of the discussions
- c. Suggest more methods and procedures
- d. Plan to give teachers more time to visit their classrooms and to get them in working order
- e. Have more informal social gatherings

IN-SERVICE TRAINING OF TEACHERS

EARL MURRAY, *General Supervisor of Instruction, Modoc County*

In-service training of teachers has been brought into the forefront of the stage of educational problems. The sudden focus of the bright lights on this problem is due largely to the appearance of the emergency teacher to take over classes while regular teachers are serving in war work. This focus of attention is fortunate since it has led to a survey of the various phases of in-service training. School administrators are finding out that further training is needed by all teachers. The emergency teacher may be one whose preparation has been scanty, she may be one whose methods are obsolete in the modern school because of her long absence from teaching. But training in service is also necessary for the newly trained inexperienced teacher, the successful teacher looking forward toward even greater accomplishments, the "arrived" teacher who seeks only to be left alone to go her own way, and the teacher whose performance grows steadily less satisfactory and tries desperately to avoid being noticed. Furthermore, aside from the needs of individual teachers, changing conditions, methods and procedures in the public schools make it necessary for training of teachers to be continuous.

Some of the conditions to be noted are the following:

1. Greater proportion of children of school age now in school, particularly in the upper grades and high school.
2. Growing acceptance of the no-failure program with its resulting wider range of achievement within any grade level.
3. Increasing emphasis on understanding of the steps in the learning process.
4. Broadened meaning of the mastery of the skills—reading, writing and arithmetic—as they are reflected in an

improvement of the individual's social living and health behavior.

5. Reports of research in methods and teaching techniques, especially in reading, arithmetic, and language.
6. Applications of science concepts; and new discoveries in the fields of health, nutrition, and the physical sciences.
7. Use and interpretation of new and different means of evaluation.
8. Increase of available teaching aids such as audio and visual materials, magazines, pamphlets, and radio.
9. Change in vocational trends with corresponding changes in counseling needs.
10. Studies of child growth and development with resulting views on discipline and the role of the teacher in the classroom.
11. Broadening of the concept of the purpose of the school and concept of the curriculum.

These changes are likely to frustrate the best efforts of teacher and pupils alike unless continuing adjustments can be made. A teacher may be well prepared by a teacher-training institution for her entrance into the profession, but find herself poorly equipped a very few years later.

ESSENTIAL OF GROWTH FOR TEACHERS

(The chief reason for in-service training is the philosophy of growth. No teacher is ever adequately trained, using the term to signify something completed.) (A real teacher is always in training, ever seeking for improvement, constantly striving for better results, studying newer techniques and procedures, evaluating methods and results, learning more about children, keeping abreast of changes due to science, invention, and social evolution, experimenting with, and using new, teaching materials, and planning and implementing personal growth in spiritual and healthful living.) (An in-service program is therefore one which will constantly aid the teacher in this process of personal and professional growth.)

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ESSENTIAL TEACHER ATTITUDES

There are certain attitudes which are essential for the success of this in-service growth of teachers. Just as there is little learning on the part of the child unless there is pupil purposing, so there can be but little growth on the part of the teacher unless she purposes to learn. She must be humble, devoted to her profession, and genuinely desirous of doing a better job. She must be open minded, co-operative, and liberal enough to embrace changes that promise better teaching. The negative attitudes of instant resistance to something different, to the new or unknown, and those of complacent satisfaction, are the ones which will block the growth of teachers more effectively than any others.

ESSENTIAL ATTITUDES OF THE SCHOOL ADMINISTRATORS

The attitudes taken by the central school administration are fully as important because they can be influential in forming desirable teacher attitudes. These administrative groups must show that their first interest is in getting better teaching—that is, better child growth and development. The so-called "policy" administrator who thinks largely in terms of the tax rate, the effect upon certain influential groups, and his own job, cannot expect the confidence and co-operation of his teachers. No system of teaching reform can be imposed upon a group of wide-awake teachers. If they are docile enough to accept such an imposition, it means that growth has already slowed up, and the very act of placid acceptance will lead to further retardation. The school administration with its responsibility for supervision must have regard for the position of a teacher, respect for her personality, and confidence in her ability, and desire to do a good job. If the supervisor has an attitude of being superior, of imposing his will upon the teacher, or of cramming his ideas down her throat, it will only lead to negative and undesirable attitudes being displayed by the teacher. The administrator must also be able to convince the teacher that he is honest in his opinions, and not primarily exploiting her to make a name for

himself.) Many potentially fine in-service training programs have been barren of results because of poor attitudes on the part of the central school administration.

ESSENTIAL ATTITUDES OF TEACHER-TRAINING INSTITUTIONS

Teacher-training institutions must also encourage proper and positive attitudes toward growth in service in order to facilitate in-service training. They must follow the teacher on the job, discover and be interested in her problems, and encourage her active communication with the institution. The attitude of having finished with the prospective teacher upon graduating her must be replaced by a desire to aid in continuing growth on the job.

It is not to be contended that these desirable attitudes on the part of the teacher, the school administration, and the teacher-training institutions do not exist now, for there are many illustrations of excellent attitudes which are producing dynamic results in the in-service growth of teachers.

These attitudes will result in certain obligations which will in turn develop into courses of action.

OUTCOMES OF ESSENTIAL ATTITUDES

If the teacher has developed these essential attitudes, she will also purpose within herself, without any outside pressures, to read, study, to attend conferences, workshops, summer sessions, and to plan a course of action which will in general lead to enriched personal and social living. If the administrators have developed the essential attitudes, they will accept the responsibility of setting up an environment which will gain the confidence of the teacher, allow her expression of positive ideas, and encourage and give aid in trying out new materials and methods which give reasonable promise of success. If the teacher-training agency utilizes its essential attitudes, it will obligate itself to set up summer sessions, workshops, educational conferences, furnish institute speakers, and aid in evaluating teaching.

Various activity programs designed to aid the in-service growth of teachers are briefly described and criticized.

TEACHER ORGANIZATIONS

Teachers, through various teacher organizations, increasingly express the necessity for exchange of ideas and evaluation of programs. This has resulted in many conferences, publications, and improvements, initiated and produced by teachers. The range and type of teacher organization is legion including those grouped according to grade level, subject matter, special services, and geographical units. These groups have contributed much in morale building, production of worth-while professional literature, evaluation of existing and proposed programs, and in critical analysis of administrative trends regarding their particular service. The danger is that the teacher may see her own interest in an exaggerated focus, that the group itself may become militant or assume vested interests, and does not get the proper perspective of its place in the life of the child and of the total educational system.

TEACHERS INSTITUTES

States have long ago recognized the need of institutes by making them as a requirement for teachers. Institutes remain an important item in in-service training and its evolution is interesting. The most successful modern institute presents a variety of program involving cultural presentations, inspirational and morale building sessions, discussion of professional problems, general sessions, workshop type meetings, section groups, and a total program worked out co-operatively by the school administration and the teacher groups.

PROFESSIONAL LIBRARIES

Modern teachers institutes, teachers organizations, and other activities have fostered the founding of professional libraries in many school systems. These libraries can and should be used in promoting growth of teachers through section meetings,

study groups, and discussions, and as reference material to individual teachers for general understandings or help on specific problems of method and procedures.

PLACE OF WORKSHOPS

The establishment of workshops is another forward-looking means for developing growth of teachers. The term *workshop* has been used to include such a variety of set-ups that now it may mean anything from a slightly modified summer session on a university campus, to a series of small committee meetings grouped about a common interest. The essential thing is that it provides a place and a time for teachers to work out their problems to the extent that they will be able to face their classes with better and more materials, well-laid plans, and with greater confidence in their own ability. What makes it a workshop is that teachers produce something which they will use in their teaching. Teacher growth is inevitable as a result of such participation.

CONTRIBUTIONS OF THE SUPERVISOR

One of the most important functions of the supervising agency is to foster in-service growth. There is constant need for the supervisor to acquaint teachers with changing philosophy, to arrange opportunities for observing master teachers or demonstrations of particularly successful procedures, to hold individual conferences or group meetings for discussion of techniques, and to familiarize teachers with curriculum materials and various teaching aids. Some school systems employ consultants from training institutions who aid the supervisor and teachers by helping to plan, conduct meetings, clarify aims and objectives, furnish knowledge of new and better teaching aids, and in general help the teacher to keep abreast of the best practices in education.

PROVISION OF MATERIALS

Teachers who have the essential attitudes for growth, who accept their resultant responsibilities previously mentioned, and who participate in the activities set up for progress, are too frequently discouraged or disappointed because the school admin-

istration fails to provide the needed materials for success. To take care of this, school systems have established libraries with supplementary books, curriculum laboratories having a variety of teaching aids, and audio-visual aids departments. Whether these are combined into teaching aids or separated into various departments is immaterial, just so long as the teacher is provided with books, pamphlets, magazines, workbooks, tests, illustrations of units, curricular materials, much free and inexpensive fugitive material, numerous and varied audio and visual aids, and a host of teaching materials to aid her in carrying on a more effective teaching program. This material, together with the planning done by the teacher and supervisor in the use of it, is absolutely essential to good teaching. It is because of the lack of this administrative in-service help that many teachers give up progressive ideas or are fearful of trying to extend the learning of their pupils beyond the traditional textbook.

SUMMER SESSIONS

Teacher-training institutions have found it necessary to provide summer sessions for teachers. At first these were primarily to allow the teacher to take courses which she had failed to get, or to aid out-of-state teachers in qualifying for credentials, or to provide for work toward a higher degree. (Training institutions are taking a forward step in in-service training by co-operating with school systems in off-campus workshops and in furnishing curriculum consultants and institute leaders. At the present time, the report blanks which the supervising staff fill out for teacher-training institutions emphasize qualifications for placement rather than in-service growth. Since supervisors must offer in-service training of teachers and teacher-training institutions should continue supervision beyond the training for service period, it should add to the efficiency of teaching if an arrangement could be made between a school system and a teacher-training institution whereby the head of teacher training and the supervisor of a school system could exchange jobs every three years or so.

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RADIO LISTING SERVICE

The following radio programs have been selected as suitable for school purposes by the Advisory Committee for Network Program Listing, Federal Radio Education Committee, United States Office of Education. They have been taken from lists submitted by four major networks. The information merely includes the program title, day of the week of the broadcast, the network, and a brief description of the content. Recommended grade levels are often included, and sponsored programs are so indicated. *No attempt has been made to supply the hour (PWT) at which the program is received in California. Teachers should check with local radio stations.*

The list of programs is furnished to state departments of education by the Office of Education. Each department is requested to make the list available to the schools in its own state.

News comment and analysis programs by individuals have not been considered for listing. Detailed criteria for program selection were set up for guidance of the Committee. Briefly, judgments were made upon the following three major considerations:

Educational significance,—or what the program said.

The program should present information, concepts, and opinions that are important to the maintenance and development of the democratic way of life. The program is also educationally significant if it builds a favorable attitude towards, or gives an appreciation of, our cultural, social and ethical values.

Radio program quality,—or the way it was said.

The program should be well written, well produced, simply presented, and in good taste both from the standpoint of content and of sponsorship.

Instructional adaptability.

The program should lend itself to use by teachers for classroom instruction, both as to length of program and the time at which it can be heard.

Instructional adaptability also considers organization of program content and its usefulness at different maturity levels.

The Committee selected programs on a broad educational basis. They recognized, however, that classroom teachers and pupils must be the final judges of what programs they will choose to hear, in school or out. It is expected that they will set up criteria based on their own interests, needs, and maturity levels, and that these more specific criteria will determine which programs from this listing will be used. Such criteria may change as the number of listing experiences increases and the use of radio programs becomes more and more a part of the regular class work. It is hoped that teachers will supplement this list of network programs with such local and regional programs as they and their students choose for developing a well-rounded listening diet.

Members of the Advisory Committee are Belmont Farley, Director of Public Relations, National Education Association; Elizabeth Goudy, Director of Radio and Visual Education, Los Angeles County Schools, now on leave as Specialist in Training Techniques of Visual Aids, U. S. Office of Education; Clyde M. Huber, Registrar, Wilson Teachers College, and Chairman, Radio Committee for District of Columbia schools; Lt. (j. g.) Hazel Kenyon Markel, Educational Director, Station KIRO, Seattle, on duty as Assistant Administrative Officer, Radio Section, Office of Public Relations, Navy Department.

SUNDAY

ABE LINCOLN'S STORY (MBS)

The series of dramatic episodes based on authentic incidents in the life of the great American hero who was beset with problems of security not unlike those faced by the world today. Vivid portrayals of significant events surrounding the Gettysburg address, the Lincoln-Douglas debate, the Emancipation Proclamation, and other immortal statements serve as the theme of the program. Junior and senior high school students. Sponsor: National Small Business Men's Association.

CLEVELAND SYMPHONY (MBS)

Conducted by Eric Leinsdorf. Advanced high school and adult level.

INVITATION TO LEARNING (CBS)

Discussion of the world's classics by distinguished literary critics. A *Listener's Guide* is available from the Columbia University Press, New York City, for 25 cents. Suitable for advanced senior high school students and adults.

WEEKLY WAR JOURNAL (BLUE NETWORK)

Analysis of the week's developments by six leading experts on national, international, and military affairs. High school students and adults.

REVIEWING STAND (MBS)

Round-table discussion of current problems by officials and other authorities, produced in co-operation with Northwestern University. Suitable for advanced high school students and adults.

TRANSATLANTIC CALL: PEOPLE TO PEOPLE (CBS)

Exchange series between CBS and BBC—war workers talk it over. Alternate programs in this country and England. Senior high school and adult level.

UNIVERSITY OF CHICAGO ROUND TABLE (NBC)

Discussions of current social, political and economic issues. Reprints of weekly discussions are available. Advanced high school and adult level.

N. Y. PHILHARMONIC SYMPHONY (CBS)

During the intermission "The American Scriptures," great utterances in American history, are repeated by well-known actors, with Carl Van Doren, historian and biographer, presiding. Advanced high school and adult level. Sponsor: United States Rubber Company.

ARMY HOUR (NBC)

Produced in co-operation with the U. S. War Department. Presents on-the-scene accounts of military operations. Suitable for junior and senior high school students and adults.

LANDS OF THE FREE (NBC)

NBC's Inter-American University of the Air presents dramas interpreting the economics of the Americas. Listener's handbooks are available upon request. Senior high school level and adults.

NBC SYMPHONY (NBC)

Arturo Toscanini and Leopold Stokowski share the podium for the winter series. Suitable for advanced high school and adult level. Sponsor: General Motors Company.

MONDAY THROUGH FRIDAY**THE AMERICAN SCHOOL OF THE AIR (CBS)**

All programs presented in co-operation with the National Education Association. The American School of the Air is the official channel through which the Office of War Information conveys news, information, and instructions to children and young people, teachers and parents of America. Primary, elementary, junior and senior high school level, and adults. A Teacher's Manual describing each broadcast and suggesting related activities is available upon request to the nearest CBS station.

THE SEA HOUND (BLUE NETWORK)

Children's adventure serial presented in co-operation with the Office of the Co-ordinator of Inter-American Affairs for the purpose of creating an interest in and an understanding of the peoples of Latin America. Elementary and junior high school level.

MONDAY THROUGH SATURDAY

NATIONAL FARM AND HOME (BLUE NETWORK)

Presented in co-operation with the U. S. Department of Agriculture. Monday through Friday the program includes an average of 10 minutes of information for farmers on changing war needs for their products, Government programs that help meet their production goals, and policy discussions by agricultural war leaders; and for home makers, facts about food supplies, ideas on saving food and clothing. Each Saturday program features a special group such as the National 4-H Club, the Future Farmers of America, and others. Vocational Agricultural and Home Economics students and adults.

MONDAY

SCIENCE AT WORK* (CBS)

Tools of science and the scientific method in human activities. Upper elementary, junior and senior high school and adults.

CAVALCADE OF AMERICA (NBC)

Dramatizations of the nation's history, past and in the making, presenting leading radio, stage and screen actors in featured roles. Junior and senior high school and adult level. Sponsor: E. I. du Pont de Nemours Company.

TUESDAY

GATEWAYS TO MUSIC* (CBS)

From folk song to symphony. Music and lives of the masters, music from many parts of the world. Elementary, junior and senior high schools.

PRELUDE TO VICTORY (MBS)

Dramatic re-enactments of epic flights with special emphasis on the importance of sound technical preflight training. Junior and senior high school level and adults. Sponsor: Link Aviation Devices.

REPORT TO THE NATION (CBS)

Dramatic presentations of current events. Sponsor: Electric companies advertising program. Senior high school level and adults.

WEDNESDAY

NEW HORIZONS* (CBS)

Air age global geography and history. Elementary and junior high school level.

YOUR ARMY SERVICE FORCES (MBS)

The official Army Service Forces program for women. Interviews with women active in the war effort. News of our important Services of Supply. Dramatizations of ASF happenings. Music by combined military bands conducted by Captain Harry Salter.

HALLS OF MONTEZUMA (MBS)

The American Marines on the Air. Marine Corps Series from the U. S. Marine Corps Base in San Diego; Sea Soldiers' Chorus and Marine Symphony Orchestra. Featuring returned heroes of Marine Warfare and dramatizations of their activities.

* The American School of the Air.

MARCH OF TIME (NBC)

Today's news in the making. Shortwave pickups from points all over the world. Senior high school and adult level, also junior high. Sponsor: TIME, INC.

THURSDAY**MUSIC OF THE NEW WORLD (NBC)**

Series II, Folkways in Music, shows the relationship of music to ways of living among other peoples of the Americas. An NBC Inter-American University of the Air feature. Printed handbook available. Advanced high school students and adults.

TALES FROM FAR AND NEAR* (CBS)

Modern and classical stories for children. Primary, elementary, and junior high schools.

THIS IS OUR ENEMY (MBS)

Dramatic series under auspices of United States Government showing the nature of the enemy. Orchestra conducted by Nathan Van Cleve. Junior and senior high school level and adults.

FRIDAY**THIS LIVING WORLD* (CBS)**

Current events and postwar problems. Junior and senior high schools.

MEET YOUR NAVY (BLUE NETWORK)

The official program of the Navy Department, reporting the activities of the American Navy and Navy personnel of the present war, with music by a band and 200-voiced choir of the Great Lakes Naval Training Station. Junior and senior high school and adult level. Sponsor: Hallmark Greeting Cards.

ARMY AIR FORCES (MBS)

The Official AAF program. A war service series to advise the public of weekly operations of the U. S. Army Air Forces and its component parts. This program presents a returned air hero in person. Follows with his story dramatized, then switches to the factory which manufactured the equipment he used in battle.

Dramatic cast headed by Lt. William Holden, former movie star, and 65 piece Air Force Symphonic Orchestra.

SATURDAY**AMERICA'S TOWN MEETING OF THE AIR (BLUE NETWORK)**

The oldest audience-participation forum program on the air, with discussions of important public issues by outstanding national leaders, and with George V. Denny as Moderator. Senior high school and adult level.

OF MEN AND BOOKS (CBS)

Reviews of books by Professor John T. Frederick, Medill School of Journalism, Northwestern University. Guest authors weekly. Senior high school pupils and adults.

* The American School of the Air.

LET'S PRETEND (CBS)

Dramatic adaptations of fairy tales and original fantasies by Nila Mack, especially recommended for very young children. Elementary and junior high school level. Sponsor: Cream of Wheat Corp.

BLUE PLAYHOUSE (BLUE NETWORK)

Children's dramatic program, using children as actors and aimed at the development of an appreciation of American institutions by dramatizations of the lives of leading Americans. Elementary and junior high school level.

CONSUMER TIME (NBC)

Produced in co-operation with the United States Department of Agriculture. Dramatizations, interviews, questions and answers on consumers' problems. Appropriate for use by Home Economics teachers and students.

METROPOLITAN OPERA (BLUE NETWORK)

Broadcast of standard operas from the stage of the Metropolitan Opera House, in New York, the only program on the air in which complete operatic performances are presented. Senior high school and adults. Sponsor: The Texas Company.

STORYLAND THEATRE (BLUE NETWORK)

Fables and folk tales presented in dramatic form, with original music by Paul Creston, one of America's most distinguished young composers. A unique program for children of primary and preschool age levels.

PEOPLE'S PLATFORM (CBS)

Lyman Bryson with guests in an informal discussion of social, economic and political problems. Senior high school and adults.

MAN BEHIND THE GUN (CBS)

Authentic dramatizations of operations of men in our armed forces. Senior high school and adult level. Sponsor: Elgin National Watch Company.

FOR THIS WE FIGHT (NBC)

A presentation of NBC's Inter-American University of the Air. Discussion of postwar problems. Printed copies of each broadcast are available. Senior high school and adults.

BOSTON SYMPHONY ORCHESTRA (BLUE NETWORK)

One of America's greatest symphony orchestras in regular weekly concerts under the direction of Dr. Serge Koussevitzky. Advanced high school and adult level.

THE AMERICAN STORY (NBC)

A significant series written by Archibald MacLeish, American poet and Librarian of Congress. It depicts the life and literature of the Western Hemisphere for the last four and a half centuries. Purpose is to bring together from the ancient chronicles, the narratives, and letters written by those who saw with their own eyes and were part of it, the American record common to all of us. Mr. MacLeish appears as the narrator on each program. This superb documentary series is a feature of the Inter-American University of the Air. Advanced high school, college and adult level.

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EDITORIAL COMMENT AND NEWS NOTES

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its meeting in Los Angeles on April 17 and 18, 1944.

Adoption of Music Textbooks for Grades 5 and 6

The board adopted the following books of A Singing School series, published by C. C. Birchard and Company, for use in grades five and six of the public elementary schools in which graded instruction in music is offered, for a period of not less than six years nor more than eight years beginning July 1, 1945:

Our Land of Song (grade 5), pupil's book, and combined teacher's manual and piano accompaniment book.

Music Everywhere (grade 6), pupil's book, and combined teacher's manual and piano accompaniment book.

Establishment of Division of Audio-Visual Education

On recommendation of the Director of Education, the Board established within the State Department of Education, a Division of Audio-Visual Education, the "function and purpose of which shall be to aid, under the direction and supervision of the Director of Education, in the proper development and use of audio-visual educational materials in the public school system. . . ."

STATEMENT OF PURPOSES OF THE COMMISSION ON TEACHER EDUCATION

The preliminary report of the Commission on Teacher Education of the American Council of Education is now being distributed in printed form under the title, *Teachers for Our Times*.

The Introduction to the book provides a detailed account of the Commission's philosophy and working policy. The main body of the publication is divided into four parts: The American Teacher; Our Country, Our People; Our Children, Our Schools; Teachers for Our Times. These sections describe the characteristics of teachers now in the profession; the kind of cultural situation and environment in which our schools are placed; the needs of the children developed within the American environment and the kind of schools that can best satisfy their needs; and the kind of training necessary for teachers in a democracy in the twentieth century.

The book may be secured from the American Council on Education, 744 Jackson Place, Washington 6, D. C. The price is \$2.00 for a single copy.

SUMMER SESSION EVENTS AT UNIVERSITY OF CALIFORNIA

Various workshops, demonstration schools and projects, conferences and special courses in education of interest to elementary school teachers will be held at the University of California during the regular Summer Session, June 26 to August 4, 1944.

Berkeley Campus. During the summer at Berkeley an education workshop for elementary school teaching personnel has been worked out as Education 133. It will be carried on through a study of individual problems and in connection with the Demonstration Elementary School.

This school is held each summer for children in the primary through the sixth grade. Skilled teachers demonstrate modern school procedures in classes made up of typical children. There will be opportunity to observe units of work in the social science curriculum for elementary schools as practiced in California.

In connection with the school and workshop, education courses will be offered which center around Industrial Arts and Music in the elementary school.

The annual reading conference is scheduled for July 10 to 14. There are no prerequisites required and no credit given.

Los Angeles Campus. During the six weeks at Los Angeles, various activities of interest to elementary teachers are planned.

The chief of these events is a demonstration school featuring work with nursery school groups and all grades including the eighth grade. This school is organized around related courses in the Education Department. These courses include the study of industrial arts, music, physical education, preparation of units in social studies, and a practicum in supervision in elementary schools.

From July 17 to August 4, a conference on Elementary School Supervision has been organized by Miss Helen Heffernan, Chief of the Division of Elementary Education, State Department of Education. The conference will be carried on in conjunction with demonstrations at the Elementary Demonstration School.

A Clinical School is scheduled at Los Angeles in connection with the Summer Session course in Remedial Techniques in Basic School Subjects. It is designed to help children and adults of normal intelligence who have trouble with school subjects.

CHINESE AND GENERAL FAR EASTERN STUDIES AT MILLS COLLEGE

A center for Chinese and general Far Eastern studies, with a special residence hall, Chung Kuo Yuan, established in Graduate House on the campus at Mills College for the 1944 Summer Session.

The new division of Chinese and Far Eastern culture is comparable in plan and procedure to La Maison Francaise and Casa Panamericana centers respectively for French language and culture and for the program of Pan American studies which is unique at Mills.

Students and staff will live in Chung Kuo Yuan, probably the only academic building in the United States which is essentially Chinese in its architectural style.

In so far as practicable, students and staff will use the Chinese language, courses in which have been part of the regular curriculum at Mills College during the current year. Various courses will be given in language, art, and in the political history of China, with frequent lectures by visitors who know Chinese life and culture at first hand.

PAMPHLETS ON CARE OF TEETH

A compilation of factual material on the care of the teeth prepared by dentists in public health work has been published in pamphlet form by the National Hygiene Association, Washington, D. C. The title of the publication is *Facts About the Teeth and Their Care*. Copies may be secured from the Association for ten cents each and at reduced rates for quantities.

SOME EFFECTS OF THE WAR UPON PUBLIC SCHOOLS

Dr. Emery M. Foster, Chief, Division of Statistics, United States Office of Education, has prepared Circular No. 227, 1944, under the title: *Some Effects of the War Upon Public Schools, 1942-43 and 1943-44*. From data obtained from urban and rural schools throughout the country, Dr. Foster summarizes the effects of the war upon public elementary schools:

Probably the most serious effect of the war on the public schools has been the draining of approximately one-third of the trained teachers into other fields of work, leaving the children to be taught by anyone who could qualify for an emergency certificate. This means a very large number of children will receive a poorer quality of education.

With the greatly decreased enrollments in teacher-training institutions, the normal supply of new, well-trained teachers will be very small for a number of years. Therefore, the period of poor teaching will be prolonged after the war, until the returning teachers can bring their training up to date and normal size classes are graduated from teacher-training institutions.

Another serious effect has been the draining of over half a million boys, 15 years of age and over, who otherwise would have been in school this year completing their high-school education. This fact seems to indicate that there will be a need for a greatly increased educational program for older youths and adults after the war.

The situation with respect to turnover of teachers, and the qualification of those employed is steadily growing worse, although only about one per cent of the positions are actually unfilled. The rural school systems have had a much harder time than the city. Increasing salaries is still a method used most often to meet the problem of teacher shortages and is probably the most effective solution to the problem.

PUBLICATIONS OF INTEREST TO TEACHERS

The following publications have been issued by various federal agencies and public-service organizations for use in the public school program. Much of the information made available in these publications will help teachers co-ordinate the school program with the war effort.

School Housing Needs of Young Children. Bulletin of the Association for Childhood Education. Compiled by Jean Betzner and Evaluators.

Presents the needs of children in relation to health, safety, economy, and modern curriculum. An attempt of a group of teachers to express their needs in schoolhousing in print in preparation for postwar construction of new buildings and the renovation of old school buildings to be undertaken in many communities. Available from the Association for Childhood Education, 1201 Sixteenth Street, Northwest, Washington. Price 35 cents.

A Basic Book Collection for Elementary Grades. Compiled by a Joint Committee of seven from the American Library Association, the National Council of Teachers of English, and the National Education Association, represented by Helen Heffernan.

The joint committee which made the selections has prepared a list of books suited for curricular purposes and for recreational reading including books for the child who reads easily, for the child who finds reading difficult, and for the child who likes to read. Available from the American Library Association, 520 N. Michigan Avenue, Chicago. Price \$2.00.

The Report of the Chief of the Forest Service, 1943. Prepared by Lyle F. Watts, Chief of the U. S. Forest Service, U. S. Department of Agriculture.

The report deals with war time and postwar use of wood, measures to assure adequate future timber supplies, forest fire protection, the drain on experienced fire-control personnel, significant developments in fire control, the aircraft warning service and the part which the network of federal and state forest service lookout stations has played in the protection of vulnerable areas from enemy air attack. Available from the U. S. Forest Service, Washington. Free.

Making School Lunches Educational. Nutrition Education Series. U. S. Office of Education Pamphlet No. 2. Prepared by Ruth Wood Gavin.

Suggests ways of developing in the child a favorable attitude toward an unfamiliar food, obtaining the interest and support of parents, providing experiences in citizenship, correlating classroom activities with cafeteria activities. Available from Superintendent of Documents, Washington. Price 10 cents.

Health Instruction Yearbook, 1943. Compiled by Oliver E. Byrd, Associate Professor of Hygiene and Director, Division of Health Education, Stanford University.

An effort to help in the difficult problem of keeping up with current experience, discovery, and research in the field of public health, medicine, and allied sciences. Articles selected for inclusion in the yearbook have been chosen for their value for teaching or learning purposes rather than for their technical excellence. Discussions on the value of many foods, how scientific research has been harnessed to the task of feeding a great army of all nationalities in all parts of the world, arctic and tropical; the prevalence of malnutrition in the United States; the belief of a member of the Department of Physiology, University of Chicago, that the importance of vitamins in nutrition has been grossly exaggerated; the summary, by N. P. Neilson, Executive Secretary of the American Association for Health, Physical Education, and Recreation, of the content of a manual prepared by the Army, Navy, Public Health Service, and educational leaders in the United States with a view to promoting better programs for physical fitness in high schools.

Spanish Speaking Americans in the War. Prepared by the Office of the Co-ordinator of Inter-American Affairs.

Illustrated booklet telling outstanding contributions made to the national war effort on the home front and the fighting fronts by citizens of Spanish descent. The booklet is printed in both English and Spanish and has excellent pictures. Available from Office of the Co-ordinator of Inter-American Affairs, Western Pacific Building, 1031 South Broadway, Los Angeles.

INDEX SUPPLEMENT FOR BOOKS FOR INTERMEDIATE GRADES

The First Supplement to Eloise Due's *Subject Index to Books for Intermediate Grades* has just been released by the American Library Association, Chicago, Illinois.

This First Supplement analyzes about 600 books published during the past three years in response to new interests and to meet new curricular needs. The basic volume and the supplement enable children and those who work with children's books

to locate information immediately on some 3,000 subjects common to the curriculum of grades four to six.

The books indexed have been carefully chosen by specialists who know the curriculum content of the intermediate grades. The grading and character of the subject material is shown for each of 26,000 entries of which 6,000 are in the *Supplement*. The two volumes serve as buying guides also since the books which are indexed are starred and double-starred for first and second purchase. Prices and publishers are indicated. Any school that has an elementary grade book collection will find this index valuable in opening up its rich resources.

The compiler notes new trends in such fields as Latin America, American life, aviation and radio. Publishers are just awakening to this need. Most material picturing the war situation and political conditions in Europe today is written for and studied by pupils of junior high or senior high school age.

Miss Rue suggests that teachers will find the Headline Series published by the Foreign Policy Association, priced at 25 cents each, excellent help in discussing with the intermediate grades current topics on Europe, Latin America, and other parts of the world.

THE PLACE OF VOCABULARY IN MATHEMATICS

HUBERT C. ARMSTRONG, *Consultant in Research,
Oakland Public Schools*

When a boy has a half-eaten piece of candy and his brother comes along and says, "Hey, divvy up!" the owner tries to break off a small piece, the brother corrects him by saying, "Come on now, 50-50—even at that I only get a quarter of it." We find that these boys have no trouble at all in dividing fractions or in understanding the percentage notion of 50-50. But the next day in arithmetic class, both of these boys may have difficulty with the division of fractions. They may obtain either absurd or correct answers without knowing why, perhaps, or without even knowing that the answer is correct.

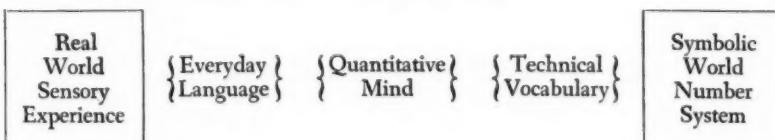
The average boy not only knows the difference between twenty miles an hour and fifty-five miles an hour, but he also knows that "souping up" a car gives it more pickup—acceleration, to you. Furthermore, he knows that most cars pick up faster between twenty and thirty-five miles an hour, which is to say he has had experiences and language which correspond to one of the ideas of the calculus.

The above examples state the problem. We find that on the one hand the thinking of people when dealing with the tangible world is appropriate, logical, and reasonable. And it is also simple to teach children skills with symbols. But to get children to relate objective experience with symbolic processes is most difficult. We just don't mistake crab apples for Winesaps, nor Buicks for jeeps, nor a penny for a dollar. In a similar way almost all children, even those in atypical classes, when given a page of numbers to add will do so. And they will subtract, multiply and divide, exhibiting considerable skill when the operation is called for by the teacher or by a heading on a piece of paper. There is no skill in mathematics that cannot be taught systemati-

cally and which cannot be readily learned with practice so that it can be done with reasonable accuracy. It thus becomes an easy task for any teacher to teach arithmetic by giving children extended experiences with numbers, symbols and by teaching the skills required in the four operations. But when we present children with mathematical problems stated verbally, we find that we have touched a weak spot, for although they may be able to do a problem when told *what* to do, they cannot do it alone. Whereas were the same children faced with a meaningful, practical situation similar to the identical problem, they would make sense out of it.

The teaching problem, then, seems to be this: On the one hand is the practical world—the world of things we see, hear, touch, move, walk around, push, and pull. In this world two principal aspects are evident: the idea of discreteness or unity and the idea of differences. Our sensory and our muscular experiences permit us to deal with real quantities as "distinct" and as "different." These are the ideas which, when symbolized, are the basis of mathematics.

On the other hand, we have a highly logical and systematic number system. The difficulty comes in establishing the relationship between sensed quantity in the real world and symbolic quantity in our system of numbers. Between these two poles are three intermediate stages, or connecting links, or associative mediums, to wit: everyday language, mathematical mind, and technical language. It is these three which together give meaning or significance to numbers and which permit numbers to be useful in understanding the tangible world.



Incidentally, the three theories, mentioned by Brownell,¹ of teaching arithmetic (drill, incidental-learning, and meaning)

¹ William A. Brownell, "Psychological Considerations in the Learning and Teaching of Arithmetic," *The Teaching of Arithmetic*. Tenth Yearbook of the National Council of Teachers of Mathematics. New York: Bureau of Publications, Teachers College, Columbia University, 1935, pp. 1-31.

apply to different aspects of mathematical learning. The first applies to the number system itself; the second, incidental learning, applies to the real world and the third, meaning, applies to the relationship between the first two. It is the latter we are to discuss. No one of the three theories is sufficient in itself. All are required to produce an adequate mathematical ability.

Let us begin by filling in the middle term of the three which connect the real and symbolic worlds. We shall call this "quantitative mind," or "capacity for seeing amount relationships." Perhaps you would like to call it "mathematical aptitude," or "intellect," or "reasoning ability." Any words are a little deceptive, but it is the capacity of the individual to sense quantity and the relationship of amounts and to deal with an amount as an idea that is meant. People have this capacity in varying degrees, and we are likely to say that bright people have more of it than dull people. But there are exceptions, and we must be on guard lest we confuse mathematical aptitude with other kinds of ability. The ability of a person to distinguish "pickup" and "rate" as different ideas, or to see the relationship between the ideas of multiplication and ideas of area illustrate this quality of mind.

There are a few observations that should be made about this mental ability before discussing the other two language links between the real world and the world of numbers. The first observation is that people develop an increasing ability to understand quantitative relationships, and that this growth requires several years. Witness the development implied by the difference between the five-year-old's understanding of half an apple and the manipulation of one over two to produce .50. The second point is that the development of this ability requires experience and training. The third is that this ability probably establishes the ceiling of the extent to which any individual can profit from the use of number symbolism. It is hardly necessary to add that the cultivation of this ability to sense relationships between real quantity and symbolic number is the *sine qua non* of mathematical teaching and learning.

When we attempt to train the mind of an individual to think in quantitative terms, we must do so by some sort of communication that will connect experience with ideas of quantity

and numerical symbolism. We must do this by means of language. We have to use words, but the words we employ are not so effective as the words the child himself uses, for his words are chosen by him because of their associative value to him in referring to the real world and to his own world of ideas.

Everyday language is the link between experience in the tangible world and quantitative mind. "Everyday language" is the language the child uses while discussing or manipulating things, weights, distances, amounts, differences. It is this language that is paired with the quantitative world he gets through his senses and through his manipulation of it. Thus, he counts and points. He says a number while designating an article. He says "more than" while looking at the larger and the smaller together. His ideas of relationship are built around his use of words while comparing things. These words become the carriers of meaning and are the first symbolic bearers of ideas. These words communicate or organize the relationship between quantitative capacity and the real world. The comparative adjective ending in *er* is one of the basic carriers of the idea of difference.

Then we have hosts of other everyday terms such as "many" for things we can count, "much" for things we cannot count, "just a little bit more," "not quite so much," "Is that all?" "Break that in two," "middle," "center," "edge," and the like. The more discriminating words we use, the more we force the development of ideas that are peculiarly appropriate to finer distinctions in our understanding of quantity and quantity relationships. These everyday words that children use are the means by which *they* understand *their own* quantitative world. This vocabulary is the principal way by which they can understand *any* quantitative meaning in terms of the experiences upon which they ultimately must depend. If you want to know how much a child can understand quantitatively, listen to his language, or talk to him in his language and watch for the meaning resident in the words he uses and understands.

Now, let us look at the third link, "technical vocabulary," the one which relates the mind and the symbolic number system.

It contains words that are highly specific in meaning and that refer, for the most part, to the interrelationships among numbers. Many of the words in this vocabulary are necessary, but some of them are merely there for systematic reasons. What would you think if you went into the grocery store and paid part of your grocery bill, and the grocer said to you, "The minuend is \$42.00 and the subtrahend is \$36.00 and the remainder is \$6.00?" Remainder in this case is a six-dollar word. The occasion is sad enough without the use of such terms as "subtrahend."

There are times when we educators prefer to use a long word to a short one because, unlike the foreword in the book *Calculus Made Easy*, "What one fool can learn, another can," we are apt to believe that big words denote big ideas. Actually, such talk has some of the same color as that found in the misuse of large words by illiterates, for we create an impression of accuracy greater than the situation calls for.

Aside from obvious absurdities, it is true that new words need to be added to the simple and unsystematic vocabulary of everyday language, because we want to add new ideas or refine ideas, and for no other reason. The word "equation" is such an example, and also the word "ratio." We need words that stand for ideas, and we need words that have standard meanings. But we need ideas, not merely words. What we need to remember is that technical vocabularies are not carriers of meaning until *after* they have been long in use and have grown rich with an accumulation of associated acts in many situations.

Whenever we introduce any new word in the mathematical vocabulary of the youngster, and for a long time thereafter, we need first to see to it that the child connects it with the word he has previously used for a like idea so that the new term may profit from his years of experience. And if we introduce an idea that is not in everyday language in some other form of expression, we must give opportunity for its growth in meaning through *new* experience and use.

We have, then, two vocabularies—the vocabulary of experience and the vocabulary of symbolism. The relationship

between number and the tangible world is accomplished through the language of behavior and of mathematical symbolism. Both of these together can be used to whet the mind to its fullest development of quantitative understanding.

Arithmetic is the science of numbers. Mathematics is the science of quantity. It has to do with logical thinking in terms of amounts. It is more concerned with relationship than with skill in operation itself.

The teaching of arithmetic is the teaching of a special number system. It requires skill, but it cannot be used at all unless its relationship to the real world is unquestionably understood. This link between arithmetic and the world of reality can be accomplished only through use of language and vocabulary in such a way as to enhance the effectiveness of the mind in relating number to reality. If we can accomplish that, we shall not have so many of our children saying, "Do I add or subtract? Do I multiply or divide?" The numbers will make sense because they will stand for something real and not something imaginary.

The solution of problems, we know, is one of the most difficult things to teach. One of the reasons that the verbal problem solution is difficult is because of the formal, stilted, or technical terms in which the problem is stated. The problems, as stated, frequently do not have meaning. The meaning may be lacking for several reasons. In the first place, the problem may refer to something almost completely outside the experiences of the pupil. At best, any meaning here can only be synthetic.

The second reason for lack of meaning may be in the fact that words are used which do not have operational meanings; that is, they do not stand for objects, acts, or situations that clearly revive a sense of reality in the mind of the pupil who reads them.

A third reason is that the language itself may be so different from the language used by pupils that the significance of terms is lost. The thinking language of the pupil is very different from the statement of the problem. To state that 27 cents is a fifth of an amount will lead almost any pupil to multiply 27 by 5 and obtain the total. But when we state that 27 cents is 20 per cent

of an amount, we are likely to find that many pupils multiply instead of divide. And to state that 27 is 20 per cent of what number, gives us a language statement that almost never occurs in the ordinary usage of any student. In order to determine how to state problems, we need to know how pupils themselves state the same problem. If we wish to learn how to convey mathematical ideas, we must use the words that carry the student's own mathematical ideas. Mathematics is a study of quantitative relationships, not the study of trick language. Some of the work in problem mathematics comes nearer to being a test of the pupil's ability to understand complex grammatical structure than to comprehend related quantitative ideas.

As mathematical ability develops it is necessary to refine language, but the introduction of technical terms must always occur in such a way as to take full advantage of the words and language that children use while they are dealing with things and thinking about number ideas.

We must never forget that numbers themselves can have only one standard internal meaning, and that is in terms of other numbers. All other meanings depend upon what the numbers refer to in each peculiar instance in which they are used. Every such meaning must always be the current relationship between that number and the thing it stands for.

To prove this to yourself in a way similar to that which a child faces, try this exercise: For example, if our decimal (notimal, if you prefer) system were nine units long instead of ten, three divided by the first two-digit symbol, let's say "#0," would give us .3 instead of .3333 $\frac{1}{3}$. Obviously a nine-digit arithmetic system would have a distinct advantage when dealing with three's and multiples of three. But if you wish to experience the difficulty of mastering such a system, I suggest that you attempt to learn it, its meaning, and internal relationships. You will then have a nice experiential basis of your own by which to interpret the difficulties children have in learning our own ten-unit decimal system of arithmetic. Finally, write your wages in a nine-unit decimal system and find your wages for one-third of a month.

NEW SERVICE FOR THE HARD-OF-HEARING CHILD

**CIWA GRIFFITHS, Consultant in Education of the Hard of Hearing,
California State Department of Education**

Few teachers recognize the hard-of-hearing children in their classes, but all teachers know they have children with problems. The problem children and the hard-of-hearing children are frequently identical.

Surveys have been made to locate the hard-of-hearing child. In some areas, 10 per cent of the public school children are found to have hearing losses. If a teacher has had two hundred children in her care since she started to teach, probably twenty had hearing impairment of varying degree. The average teacher possibly recognized these twenty children as presenting problems but classified them variously as dull, retarded, lazy, inattentive, dreamy, impudent, irritable.

Last year the California Legislature passed Assembly Bill No. 1222 which enabled the Director of Education to provide consultant service for the hard of hearing. The office of the Consultant in Education of the Hard of Hearing was created in the California State Department of Education in February, 1944. Service related to the field of the education of the hard of hearing is thus provided. Conferences on the problems of individual children may be arranged. Lists of professional literature will be sent on request. Additional training centers for teachers of lip reading will be established and information regarding them is now available. School administrators will be advised concerning the establishment of new classes in lip reading and special education for hard-of-hearing children. Information on classes now in operation for the hard of hearing, location, teachers and number of pupils enrolled is being gathered.

During the summer of 1944 the Consultant in Education of the Hard of Hearing will teach courses in special education at

San Francisco State College and Stanford University. Beginning courses are scheduled at San Francisco State College for the final three weeks of the summer session from July 26 to August 4. Students may continue with advanced courses through the post session from August 7 to August 26. Stanford University offers courses in the education of the hard-of-hearing child together with related psychology. The summer session is from July 10 to September 2. Courses in special education for the hard of hearing will be offered in various other colleges throughout the state. Further information can be obtained by addressing the State Department of Education.

Gradually the number of specialized teachers of the hard of hearing will increase, and more children will receive the help needed. Meanwhile, the hard-of-hearing child need no longer remain unrecognized and neglected. Three important steps may be observed by the teacher: (1) Identify the hard-of-hearing child, (2) report the case to the school nurse for medical care and audiometric testing, (3) apply for educational aid to Miss Ciwa Griffiths, Consultant in Education of the Hard of Hearing, State Department of Education, Sacramento.

In order to recognize the hard-of-hearing child in her classroom, the teacher must watch for the following symptoms:

1. *Inattention.* The child sometimes does what he is asked but often does not respond; does part of what he is asked to do; starts to do a task with his eye on the other children.
2. *Requests for repetition.* The child who asks, "What did you say?" frequently, or who says, "Huh?" when addressed may be having hearing difficulty.
3. *Irrelevant answers.* The child whose answers have little to do with the subject may be suffering from a hearing loss.
4. *Speech peculiarities.* The child who slurs endings of words, drops the final consonant, or substitutes the unvoiced for the voiced, as *hant* for *hand*, *tak* for *tag*, may be hard of hearing. He may omit all consonants; as -'y 'i'-u- 'u'-u-'i' 'oo for *My little brother is two*. If he has a

slurred *s* that is similar to a *th* or a *sh* as *shum* or *thum* for some he may have a hearing loss.

5. *Voice peculiarities.* The child whose voice is very soft and low or very high may have a severe hearing loss. The child who has little hearing will have a dull monotonous voice. He sometimes places the accent on the wrong syllable.
6. *Continuous colds.* The child with frequent colds may have his hearing impaired because of infection of the middle ear.
7. *Running ears.* The child who suffers a discharge from the ears is in danger of a permanent severe hearing loss.
8. *Complaint of head noises.* Head noises are frequently the forerunner of decreased hearing acuity.
9. *Head held in an abnormal position.* The child with a severe impairment of hearing in one ear may hold his head in position to catch the sound with his good ear and thus develop the habit of tilting his head toward the speaker.
10. *Inability to differentiate between sounds.* The child who has difficulty in differentiating between vowel and consonant sounds may have defective hearing.
11. *Fatigue and appearance of nerve strain.* The child who is tired by the end of the day and seems tense is frequently struggling to hear.
12. *Irritability over correction.* The child whose speech is frequently corrected becomes irritable when asked to repeat. He cannot differentiate between what the teacher asks him to say and what he has just said himself.
13. *Ability to hear better when the child is looking at the speaker.* The child who hears better when he is looking at the speaker is almost sure to be a hard-of-hearing child. He is reading the lips of the speaker. Some children learn to read lips so skillfully that no one recognizes the fact

that they are hard of hearing, including the children themselves.

One little boy said, "I don't have any ear trouble; I just don't always hear at the first glance." Another child was advised to take lip-reading lessons. "Oh, I don't need lip-reading lessons," he said. "When people look at me, I can hear what they say; when they turn their backs, I can't see their lips, anyway."

When the teacher suspects that a child may be hard of hearing, competent otological attention and audiometric testing should be provided. A delay of a few days or weeks may result in total deafness immediately or later in life.

Upon the discovery that a child is hard of hearing, special educational attention should start immediately. In localities where no lip-reading classes are available, the teacher can help in the following ways:

1. *Keep the light on the speaker's face.* Lip reading is the ability to understand what is being said by watching the movements of the speaker's lips. Lip reading is an essential part of the education of a hard-of-hearing child. The child will learn some lip reading by himself if he can always see the speaker's lips.
2. *Encourage the child to look at the speaker's lips.* A tap on the desk, the phrase, "Look at me," or some inconspicuous signal to gain the child's attention should be his guide to look at the speaker's lips.
3. *Call the child's name first.* Always have the child's attention before you speak to him. Children respond to their names more quickly than to any other sound. The fact that you say the child's name will notify him that you wish to gain his attention.
4. *Always use a sentence instead of a single word.* Understanding through lip reading is accomplished through the context of the whole. The word *wash* could be confused with the word *watch*, but the sentence *Please wash your*

face and hands now would be understood. Likewise, the word *two* looks exactly like *do*, but a sentence, *I want two pieces of paper, please*, would permit of no misunderstanding. If the child does not understand the sentence or phrase, it should be reworded with a clue. If he did not understand, *Please wash your face and hands* say, *Your face and hands are not clean. Will you please wash them?* If he does not understand a name in a request such as *Help Joe with his arithmetic*, say *The boy who sits behind you needs some help. Will you please help Joe with his arithmetic?*

5. *Seat the hard-of-hearing child near the place where the teacher habitually stands to give instruction.* The teacher should stand or sit always with the light on her face. The children should show the same consideration for the hard-of-hearing child.
6. *The teacher should stand quietly while dictating spelling.*
7. *During group reading, the child should sit near the teacher.* New words introduced by the teacher should be pronounced carefully within hearing range of the hard-of-hearing child.
8. *When the teacher gives directions to the child, he should repeat them.*
9. *When the teacher introduces new work, she should be sure the child understands the new process before he starts the assignment.*
10. *Assignments should be written on a reserved board space.* Titles of books with their page numbers should be written as well.
11. *The teacher should refrain from talking while writing on the blackboard.* It is difficult for any child to hear; it is impossible for the hard-of-hearing child to lip read.
12. *The teacher should speak distinctly but without distortion of lip movement.*

13. *The hard-of-hearing child needs the patience, cheerfulness, and affection of the teacher.* His feeling of insecurity is intense; it needs to be alleviated. The child should feel that the teacher is happy to help him.
14. *The possibility of providing lip-reading service for the hard-of-hearing child should be explored.* The principal, supervisor, or superintendent should be consulted.
15. *The Consultant in Education of the Hard of Hearing or the Hearing Conservation Specialist of the State Department of Public Health may be consulted* about the possibility of helping the child by the use of a hearing aid. Some children can be helped considerably with such a device.

The combination of lip reading and the use of a hearing aid, where it will help, proves the best means of easing the burden of the hard-of-hearing child. The vowels are the easiest speech sounds to hear. The movements of the lips in pronouncing the consonants *g, k, ng*, are difficult to see, but the sound of these consonants is easier to hear than those of *p, f, s, and t*, whose movements may be more easily seen.

Nothing will give the child perfect hearing; the combination of lip reading and the greatest hearing acuity possible will provide for him the best adjustment. No mention has been made of the psychological problems of the hard-of-hearing child of which there are many. The feeling of isolation, the dependence on others for aid, the withdrawal from the world, the extreme shyness, the attempt to compensate for the handicap are well known by workers with such handicapped children. The teacher can help overcome some of those problems by showing an interest in the child, by helping him in innumerable ways, by surrounding him with an atmosphere of happiness, and by helping him to become an integral part of his group.

The teacher should ask herself, *Are all the children in my classroom well adjusted?* She may list the names of the children on a chart such as the following and check symptoms displayed.

CHART SHOWING SYMPTOMS OF HARD-OF-HEARING CHILDREN

NAMES	1. Inattention	2. Requests for repetition	3. Irrelevant answers	4. Speech peculiarities	5. Voice peculiarities	6. Frequent colds	7. Discharge from ears	8. Complaint of head noises	9. Abnormal position of head	10. Inability to differentiate between sounds	11. Fatigue	12. Irritability	13. Ability to hear better when watching speaker	TOTAL	

The aim of the newly created service in California is to discover every hard-of-hearing child and to give that child the educational help he needs. The co-operation of every teacher is essential in the attainment of this purpose. Although the California Legislature has shown a disposition to extend services to handicapped children in order to equalize their educational opportunity, the educational task lies within the scope of each classroom teacher.

TEACHING SPEECH AND WRITING FOR SIGNIFICANT LIVING¹

HOLLAND D. ROBERTS, *Associate Professor of Education,
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REORGANIZING OUR ELEMENTARY SCHOOL PROGRAM

Speech is the taproot of language and the indispensable means to every significant act. This is as true for every child as it is throughout the whole of living. Through speech we all get the food we eat, the clothes we wear, the houses we live in, our work in the world, our social position, and the love and affection of our friends and family. Through speech in turn we give in exchange whatever values we can create. A society without oral communication cannot even be conceived. What we say gives life and color to our personalities and dominates government and business. Radio controls alike our knowledge of the world and the changing shape of the relation of nations.

For the preschool child it is speech that makes him human. It is his first acquaintance with language, and the vital means through which he becomes a part of the family and builds a secure place for himself in the affections of his parents and all who know him. Through speech the child gains experience with words which will form the basis of his reading and writing activities and the beginning of his knowledge.

Probably the greatest need of all schools today is the building of a clear program of speech development for every child which will recognize that oral expression comes first in human development. The elementary school, as well as the secondary school and college, should recognize with the National Council of Teachers of English² that "throughout life, occasions for speaking are more frequent than those for writing, more varied

¹ An address delivered at the Conference of Elementary School Principals and District Superintendents of Schools, Sacramento, April 4-6, 1944.

² *An Experience Curriculum in English*. A Report of a Commission of the National Council of Teachers of English, W. Wilbur Hatfield, Chairman, English Monograph No. 4. New York: D. Appleton-Century Co., Inc., 1935.

in type, often more important, and in many ways more difficult to meet." The evidence that elementary school programs in oral expression, although more advanced than those in most high schools and colleges, do not correspond to the need is conclusive. Every stimulus is given in the home and community to promote some form of speech, but perhaps the first lesson that the child learns when he comes to school is "we don't talk in school." It is fortunate that the speech development of most children is well advanced when they come to our classes, or they might well be schooled to be dumb.

The literature and studies furnish ample formal evidence to confirm our everyday observation that in nearly every schoolroom it is the teacher who does nearly all the talking, and that few children have the benefit of a program of guided speech experiences under the direction of the teacher.²

What is needed is not a simple redivision of time in which speech activities are given a major *isolated* emphasis, but a thorough reconstruction of the entire language arts program centered upon the creative development of the personality of each child and the building of a democratic society within the classroom, school, community, state, nation, and world—organized in the interests of all people. The first step in building such a program must be taken by the parents before the child comes to school, and must therefore for the present depend upon the parent-teacher and adult education programs in the community. Teachers and administrators naturally take the lead in organizing such programs. They help parents to recognize the primary importance of speech development for every child, and to be sensitive to the need for expert diagnosis and treatment whenever there is evidence that the child is not developing freely and steadily in oral expression. The school can help parents understand that good mental health is fundamental to the growth of speech, and that everyone who comes in contact with the child should strive to build security in his life.

The basis of the speech program for the school is knowledge of the community, and individual study of the child. The pro-

² Stephen M. Corey, "The Teachers Out-Talk the Pupils," *School Review*, XLVIII (December, 1940), 745-52.

gram cannot even begin until the teacher knows what the basic abilities, habits, and attitudes in speech are for the children she is to teach. Leading school systems today provide for analysis of the speech problems of the children by a speech correction specialist, but ordinarily such programs do not go beyond recognizing, and taking out of the class for special work, children who have difficulties beyond the knowledge and abilities of the regular teacher. This narrow view of speech development ignores the need for a creative analysis of the potential development in oral expression of which each child is capable. The specialist and the teacher working together should analyze the growth in speech which each individual has made and devise a plan for future work based upon his needs and possibilities.

Such plans vary widely, but they will all fall largely within such a framework as that set forth in *An Experience Curriculum in English*.¹ Among the abilities which every normal child must use, conversation is pre-eminent. Much of the best discussion carried on in social studies, science, mathematics, and in other fields can be organized by an able teacher as discussion rather than the outmoded, stereotype question and answer. How alive these discussion-conversations come to be will depend upon the significance of the subject to the children. Experiences about riding in airplanes for younger children, what their pets do, and planning excursions and construction provide vital topics. Today, support of the war and the building of the peace on a stable basis offers a never-ending field for on-going conversation that leads to effective action. Working with our allies, and conservation and stamp sales open up important fields. In addition to conversation situations, as well as within their framework, every child needs help in developing the ability to report accurately what he has seen, give instructions on making an article or playing a game, tell someone how to reach his destination, summarize what has been heard over the radio, and tell a funny story or a joke.² Every such program will include the setting up of standards by the group with the guidance and help of the teacher.

¹ *Op. cit.*

² See *An Experience Curriculum in English*, *op. cit.*, and Paul McKee, *Language in the Elementary Schools: Spelling, Composition, and Writing*. Boston: Houghton, Mifflin Co., 1939, revised edition, for completely organized lists of activities.

Dramatic play as well as formal dramatics naturally has a growing part in every speech program. There is a therapeutic effect in dramatics which specialists in mental hygiene have long recognized and which in individual cases may be important in stimulating participation in conversation and other types of everyday speech. Presenting informal talks is a natural development of all good programs in conversation, but the stereotyped practice of "giving speeches" is everywhere on the wane in the elementary school as it is throughout life. Instead of formal talks, many schools have introduced creative dramatics as an out-growth of the dramatic play of the kindergarten and primary grades. Children soon learn to build their own plots from the experiences of everyday life, or from the books they are reading.

Speech standards should grow out of the co-operative thinking of the group or class. The core should be: How can what we say help us most in what we are *doing*? Vitality in speech always proceeds from an *on-going program of action*. Along with this central question the children should be helped to ask themselves: How will what we are saying affect all of those who are doing the talking and the listening? This standard of social sensitivity can reinforce a program of action. Even very young children quickly see that gossip injures everyone connected with it and that it helps no one, that calling names such as "bohunk," "greaser," and "nigger" makes everyone worse off. They soon see that they can contribute to setting up and carrying out interesting and useful group programs by saying such things as "The soldiers at the USO need new books. Couldn't our class organize to collect them?" Teachers can help children learn the simple fact that everything anyone says helps or hinders the group welfare. They can teach children to make what they say a positive force.

A third standard is the setting up of a definite audience situation as a framework for all speaking. Teachers, supervisors, and children alike can ask "Does the speaker have something useful, interesting, or significant to say?" and, "Is he saying it to an audience interested in what he is trying to do?" Within this framework teachers and supervisors will of course set up such

subordinate standards as the establishment of fluency, acceptable usage, choice of fresh, original language, creative thinking, a sense of the timeliness of what is said, effective use of humor, and adequacy in pronunciation, enunciation, and the use of the voice.

Finally, teachers, supervisors, and children alike should be sure that the speech program is balanced by adequate emphasis on such common life activities as story telling, telephoning, making announcements and giving explanations, conducting meetings, and giving formal talks. In some of these, particularly in story telling, teachers will help children understand the creative possibilities which present themselves for imaginative conception and insight. Creative speech can take an increasingly larger part in our school program as we move away from the deadening emphasis upon mechanics and obsession with form rather than concern with clear, vigorous, and enlivening ideas.

PROVIDING VITAL EXPERIENCES IN WRITTEN COMPOSITION

Nearly all effective writing that children do grows out of significant action and has its root in speech. Out of the multiplicity of the speech experiences of children, writing can develop naturally and easily to help them accomplish their purposes. They respond at once to the possibility of organizing a radio station, and soon find themselves engaged in making a written outline of the responsibilities of each member of the group. Scripts must be written, tried out, and rewritten on the basis of comments and progressive criticism. The mechanics of writing take their natural place as necessary means of accomplishing their objective rather than evidence of teacher domination.

In like fashion, children can be interested in a wall newspaper as soon as they gain the ability to undertake written composition. With a carefully organized staff of editors and reporters, the life of the class and selected school activities are discussed and prepared for inclusion in the paper. Today, the classroom paper should include what individual members of the

class and others in the school are doing to aid in the collection of paper, scrap metal, and fats. What is written will help other children find ways to be more successful and to raise their quotas. Stories can be featured about the wartime contributions of their fathers, brothers, and neighbors. Naturally, there will be a strong vein of local news and humor to insure a balanced distribution of personal and social thinking.

Letter writing is of primary importance for children and adults alike, just as conversation is most important in speech. Today, teachers have an unparalleled opportunity to stimulate growth in letter writing as a part of a major contribution in building morale. There is nothing that men in the armed services want more than letters from home. Each time someone writes, their sense of security and unity with the home front to which they so much desire to return is strengthened. Able teachers throughout the country are seizing this opportunity and organizing programs of letter writing on a systematic basis. They begin by asking the children in their classes how many of them have someone in the military service from their family. To the unanimous response and immediate interest of the children in telling about their relatives and friends the teachers reply with a suggestion that everyone select someone to write to. Many children need help in deciding what to say in their letters as well as how to say it. Here the teacher leads the children in a spirited group discussion listing the kinds of things that men who are away from home like to hear. Then the letters may be written in rough draft and plans made to bring stationery and stamps. Copying the letters the next day makes it possible to include fresh ideas and the result of discussion at home.

Children should be offered the opportunity to write and send letters without submitting them to the teacher, but in practice nearly all the children will take advantage of the friendly counsel of the teacher. When the letters are finished, they should be read carefully by the writers, and by their friends when the children are willing, to check them for omissions and mechanics. The teacher can help here by stressing a few of the

most common difficulties which the children have, varying them as the group develops command of form. Throughout, stress should be placed on the fundamental purpose of friendly letter writing, and never allowed to degenerate into the minutiae of comma hunting.

Many teachers find it useful to organize a committee on letter writing in their classes, and to turn over to them many of the details of setting up a systematic plan to determine the number of letters written, to whom to write, and a technique for insuring that they are mailed. There are also many opportunities for letters to children in other communities, both within and outside the United States. A class letter, countersigned by the teacher, sent to a class and teacher in Canada, Mexico, Central, or South America in care of a city or town superintendent of schools will open up a vital opportunity.

When children are writing and speaking freely out of their experiences, and for clear-cut purposes of their own, they have fewer problems in grammar and mechanics than when they are writing on textbook assignments or on topics dictated by the teacher. They will need, however, specific help in developing ability to use accepted forms. The grammatical and mechanical forms they need to learn cannot be set up in advance, but must be learned by observing the speech and writing difficulties of the children who are using language in a communication situation. There are no minimum essentials which every child in fifth grade can learn or should be taught, although there are some general guides which have been established on the basis of O'Rourke's study. He has offered evidence that much of the grammar now presented in school cannot be learned by children at the grade level given in the curriculums.¹

In summary: growth in speech and writing is most effective when it is closely linked up as a part of the total communications program, and is interwoven with the purposes and experiences of the child. Mechanics are subordinate to content and action.

¹ L. J. O'Rourke, *Rebuilding the English Curriculum: a Report of a Nation-wide Study of the American Psychological Corporation*. Washington: The Psychological Corporation, 1933.

THE PHYSICAL WELFARE OF THE ELEMENTARY SCHOOL CHILD

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War has brought forcefully to the attention of the public and to teachers certain shortages in physical well being which exist among the young men of the nation. Kleinschmidt points out, however, that there were sufficient data in the school records of these young men fifteen to twenty years ago to have caused our present concern had we heeded the implications then as the war has forced us to do now.¹ A lesson which we must learn is to become concerned about physical welfare at the time of discovery of inadequacy and not to wait for a national emergency. Not only should we be aware of the needs which exist but we should also be alert to utilize new procedures for the improvement of physical welfare as they are made available through research.

The various fields of science are contributing much knowledge which educators can use to formulate a better program for physical welfare.

Some of those needs and possibilities are indicated in the following section.

POSSIBLE TRENDS IN PHYSICAL WELFARE

Present knowledge from various fields of science gives to educators rather secure foundations for a program of physical welfare. Present knowledge also gives to educators a pressing responsibility to take up the lag between what we know and what we do. The following conclusions are offered as challenging stimuli for a program of physical welfare.

¹ Earl E. Kleinschmidt, M.D., "Meeting Today's Health Problems," *Phi Delta Kappan*, XXVI (September, 1943), 9-16.

Hearing

The knowledge of the science of hearing and the development of audiometers for the measurement of hearing have reached the point where an audiometric test for each child in the state is no longer merely possible but imperative.

Approximately 1 to 1.5 per cent of children are deficient in hearing to a degree that must be taken into account in their educational program. A higher percentage will obviously need medical attention. The school is the only agency sufficiently organized and wide in scope to screen these cases from the general population of children. Researchers have not established clearly the degree of long time effect of varying amounts of loss of hearing upon either intelligence or achievement.¹ There is agreement, however, to the effect that the hard-of-hearing are a deprived group and need assistance for the sake of hearing *per se*, and for social adjustment. Research in and analysis of the relationship between hearing and learning has hardly been touched.

Vision

The present approach to the problems of children's vision is ineffective. Statistical figures showing the incidence of different degrees of visual deviation are not needed, and are probably not available, to convince one of the seriousness of the problem; one needs only to observe the number of persons wearing glasses in a college class. Approximately five in twenty-five rejections from 100 white registrants examined were made on the basis of visual defects.² As is true with hearing, educators have been content too long in their use of tests of academic achievement and of intelligence as criteria for validating the seriousness of deficient vision. There should be more use of such criteria as interest in play, feelings of inadequacy, progression of the deficiency, proneness to accident, and other symptoms. The armed services are not primarily interested in efficiency in reading as the chief criterion.

¹ Richard Madden, "The Effect of the Degree of Hearing Upon Reading," *Seventh Yearbook, Claremont Colleges Reading Conference, July 6-18, 1942*. Claremont, Calif., Claremont Colleges, February, 1942, pp. 178-82 (mimeographed).

² *Physical Fitness Through Health Education for the Victory Corps*. Victory Corps Series Pamphlet No. 3, Washington: Federal Security Agency, U. S. Office of Education, 1943, pp. 8-11.

The following conclusions are pertinent to the schools. Scientific measurement of the illumination of classrooms is of sufficient importance to be a concern of some central supervisory authority. Present illumination is usually inadequate.

A conference between school principals and the visual specialists of each community is urged to develop a plan of screening procedure and an understanding in regard to corrective service.

A program of teacher education which includes instruction on eye hygiene, observation for defects, basic physiology of the eye, eye hazards, first aid treatment, and effect of illumination on the eye.

More research is needed to determine the causal relationship between the amount of first grade reading and visual deficiency, with age, illumination, and previous visual acuity and muscular balance as variables.

A better understanding is needed of the relationship of the eyes to the general condition of the human body, by which they subsist.

Nutrition

Studies of malnourished children in regard to their mental and physical performance tend to show, although not consistently, some relationship between malnutrition and results of tests of steadiness, fatigue, strength of grip, and school achievement. A causal relationship with intelligence and delinquency has not been clearly established.¹ More research is needed in which underweight is not so predominantly the criterion of malnutrition. The relationship of malnutrition to visual deficiency, hearing loss, and other physical functions might be revealing. Susceptibility to disease may be increased considerably by nutritional deficiency as indicated in vitamin studies. A study of the effect of adding thiamine to the diet upon performance in 18 tasks is reported by Harrell.² Gains varied from 7 per cent to

¹ Rudolf Pintner and Others. *The Psychology of the Physically Handicapped*. New York: F. S. Crofts & Co., 1941, pp. 306-7.

² Ruth Flinn Harrell, *Effect of Added Thamine on Learning*. Contributions to Education No. 877. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

87 per cent. Recent advances in our knowledge of nutrition necessitate a new orientation in research on the effect of malnutrition in education and upon health. The mental ability to learn in school and actual learning are often widely separated in a given child. Future research may reveal formerly "hidden" malnutrition which will explain many cases of absence of effort and desire to learn. Here is a promising field of co-operation for psychologists and physicians.

Kleinschmidt appropriately suggests a condition of chronic fatigue which may often result from a lack of parental control of amusements, coupled with increased work for young people.¹ The suggestion leads one to wonder what is the effect of radio thrillers from 5 to 9 o'clock each evening. Poor appetites, fretful sleeping, hypertension, and overactivity often have emotional backgrounds.

The school nutritionist has an important function. His services are community-wide in scope.

Safety

A United Press release on February 3, 1944, gave the National Safety Council as authority for reporting 94,500 deaths by accident in the United States in 1943. Injuries affected one in every 14 persons. One death in every 23 in Chicago in 1943 was accidental. The causes of more than half of the fatalities are within the level of understanding of elementary school children; namely, automobiles, falls, burns, drowning, firearms, poison gas, and other poisons. Children may not always be directly responsible for automobile and train fatalities, but they can learn much that will increase their safety. In 1937 the automobile was a close second to influenza as the chief cause of death among children from 5 to 15 years of age, accounting for 10.9 per cent of all deaths. The hazards of street crossings, sled and wagon coasting, bicycle riding, street playing, and of other similar dangers must be taught. Teachers and principals should inspect the school environment weekly for possible causes of accidents.

¹ Earl E. Kleinschmidt, *op. cit.*

An aspect of safety which the war has accelerated is first aid. It should be incorporated as an essential part of the education of teachers. A few of the basic elements such as pressure points, artificial respiration, and treatment for shock should be minimum essentials for all school children.

Communicable Diseases

The school is only one of several community associations in which diseases are communicated. It is one, however, in which the rate of attack is high and where attendance is compulsory. It has as a consequence a heavy responsibility for control measures.

Three classes of control measures are available.¹ These are (1) the construction, equipment and operation of the school plant, (2) exclusions and readmissions, and (3) immunization. The elementary school of the future should practice more widely some of our present conclusions in regard to sanitation, air conditioning, substitutes in teacher illness, pupil cleanliness, and other conditions and practices. Future developments include the use of ultra-violet radiation through the classroom atmosphere and the use of aerosols. The possibility exists that diseases can be prevented in seasons of the year or at special times which are conducive to complications which might accompany these diseases. One article reports control of a threatened scarlet fever outbreak by use of a sulfa drug.²

There is very little that is new about the exclusion of pupils from school and their readmission upon recovery. What we need is renewed determination to make them effective means of control. A most effective rule is to exclude at the first sign of illness and diagnose later.

Knowledge and theories of immunization change frequently. Practically, immunization should be a function of infant care and, therefore, a primary concern of parents and their physician. Improvement of immunization effectiveness

¹ *Health in the Schools*. Twentieth Yearbook of the American Association of School Administrators. Washington: American Association of School Administrators, February, 1942, p. 171 ff.

² Francis F. Schwentker, and Others. "Sulfadiazine Prophylaxis in an Epidemic of Scarlet Fever," *Journal of American Medical Association*, CXXII (July 10, 1943), 730-33.

among a greater variety of diseases will no doubt be followed by widespread acceptance, thereby decreasing epidemics among school-age children. Schools should encourage the immunization of preschool children in accordance with best medical practice and should care for the remaining cases as they arrive at school.

The Tuberculous

The incidence of tuberculous infection among school children has been reported during the past 15 years to vary from 10 to 90.2 per cent, depending upon the selection of children. The incidence would probably be even less, perhaps negligible, in wealthy suburban areas in favorable climates. Surveys indicate, on the other hand, 15 to 30 per cent in poor urban sections. A decline in the death rate from 200 per 100,000 to 40 since 1900 is reported in the February issue of *Hygeia*. Persons rejected by the armed services for all lung defects approximate 3 per cent. Independent studies of personality by Muhl and Eyre report that tuberculosis leads to unhappy moods, insecurity, and irritability. There has been no report of any unusual distribution of personality types among them. So, even after physical cure, types of re-education may be needed.

The physical program is obviously one of diagnosis and treatment. The educational procedure to follow is not so clear. Let us hope that the absence of definite data may indicate a rather normal educational and personal adjustment.

Following the war there will be phenomenally improved facilities for school surveys. Wing reports an industrial project in Cleveland in which 30,000 men and women war workers have had chests X-rayed; 100,000 will be X-rayed in the next twelve months.¹ The photofluorographic unit uses 35mm film and can take pictures at the rate of 120 per hour. Society could well afford to pay this cost for children. Uniform X-ray photographs for tuberculosis for all persons inducted into the army and navy have been permanently filed.²

¹ Virginia Wing, "Community Health Revival," *Survey Midmonthly*, LXXX (January, 1944), 10-13.

² Morris Fishbein, "Some Medical Advances in 1943," *Hygeia*, XXII (February, 1944), 95-96.

Fishbein reports also that a "derivative of the sulfonamides, called diasone, was advanced for use in tuberculosis, after it was shown that it could successfully control experimental infections with tuberculosis in guinea-pigs."¹

The work of the medical profession appears very hopeful for the tuberculous infected child.

Physical Development

Immediately preceding the war growing recognition was being given to developmental defects resulting from improper sitting, standing, and walking; to twisted ankles and malformed bones of the feet; and to other structural malformations. The type of physical education and the nature of toys were being more carefully examined. That beginning will be given a tremendous forward impetus by the war program of retraining injured men. Meeting the war needs of trained personnel may result in a better postwar supply for schools.

Indicative of the trend was the physical education conference held at San Diego State College on February 19 in which a group of specialists focused their knowledge upon the problems of walking, running, standing, and sitting. The panel members included physical education directors, a curriculum co-ordinator, a physician, a professor of anatomy, a physicist, a representative from the United States Navy, and teachers with special interests in nutrition, shape of the feet, and elementary school play practices and equipment. The present interest in corrective work should be paralleled by widespread activity in developmental education. Teacher education is inadequate in this respect. The elementary teacher needs a sufficient basic knowledge of anatomy, instruction in procedure, some directed practice and motivation.

Mental Health

Neuropsychiatric disturbance was in 1943 the most frequent cause of discharge and rejection from the armed forces, according to Fishbein. Reports from air raids in England indi-

¹ Morris Fishbein, *op. cit.*

cate that the children who are most unstable are those who show a previous history of emotional instability. Juvenile delinquency is merely a variety of symptoms of current insecurities and social irregularities added ". . . to the many complex factors that contribute to delinquency in times of peace."¹

There was sufficient evidence in the school records of fifteen years ago to warn us of present day physical defects among draftees, had we been alert. Likewise there is enough evidence of emotional insecurity today resulting from the social stresses of the war to warn us of the behavior defects and social and personal maladjustments to come fifteen years hence. I believe that our knowledge of mental hygiene is sufficiently conclusive for us to know that the insecurities of children which accompany the prosecution of a war by their mothers and fathers will bring an increased number of maladjustments in the future, as well as in the present. In addition, the population movements of postwar occupational and economic adjustment will have disturbing effects upon children. The mental hygiene program of the future will need to continue to cope with the resultant problems of the war for many years.

The preparation and in-service education of teachers should contain increased provision for instruction in mental hygiene. Effort should be made to reach more parents more directly and through parent organizations. Parent-teacher publications should continue to receive the profession's best talent and its widespread support in promoting better child adjustment. Visiting teachers and attendance officers will carry heavy responsibility for parent counseling and child guidance.

The actual practice of mental hygiene procedures on a planned rather than on an incidental basis needs much experimentation. There are many hypotheses ready to be moved from research centers in child growth and development to the kindergartens of the state. Play therapy may be used for definite purposes. Few kindergarten or first-grade teachers understand its therapeutic values when specifically planned for an individual

¹ Arthur T. Jersild and Margaret F. Meigs, "Children and the War," *Psychological Bulletin*, XL (October, 1943), pp. 541-73.

child. The principle of extensionalization practiced by students of Korzybski is often used by teachers, unwittingly and therefore often very poorly, in emotional crises in the classroom or on the playground.¹ Once a student teacher has rationalized the procedure and understands the principle it may be quite effective. The concept of "life space" is very helpful to teachers. It is not my intention that teachers become therapists; on the other hand intelligent young men and women in the better teacher-education programs of today have capabilities for advanced mental hygiene practice for which no apologies need be made. Special supervisors of mental hygiene may be as serviceable as other special supervisors.

More significant than any specific procedure or planned program has been the far-reaching change in the attitudes of adults toward children. We must continue this emancipation.

Health Education

The physical welfare of the child will in the long run depend not only upon what others do for him personally and environmentally, but to a very great extent upon what he does for himself. Whatever principles are good for efficient learning where habits, attitudes, and understandings are involved are also good for health education.

Health habits have a value but they should be the handmaiden of as broad and deep understandings as possible. The first objective of health education should be a continuous refinement of understandings. What health education seems to need is dynamics; the kind that come to adults after stomach ulcers, heart irregularities, and diabetes set in. The most promising program would seem to stress the significance of good health and the understanding of the factors of good health. "Health habits" are excellent objectives but there is a serious danger that

¹ Regina Westcott Wieman, "Dispelling 'Emotional Crises' Through Extensionalization"; Hartwell E. Scarbrough, "General Semantics in the Practice of a Consulting Psychologist," *Papers: Non-Aristolean Methodology (applied) for Sanity in Our Times*. Compiled and edited by M. Kendig. American Congress on General Semantics, Second, Denver University, 1941. Chicago: Institute of General Semantics (1234 E. Fifty-sixth Street), pp. 293-99, 300-05.

they may become the exclusive objectives of the health education program.

The effect of alcohol upon the human organism is an excellent example of the possibility of combining understanding with dynamics. Moralizing has neglected understanding. Science has often overlooked the value of dynamics. Both are needed.

Other Aspects of Physical Welfare

The specific aspects of physical welfare discussed above have not been selected on the basis of any criteria of values. Many others are equally important but lack of time permits only brief mention, if at all.

Allergies among children should be the concern of the school. Defective teeth need much consideration and there is effective knowledge upon which to base a program. Crippled children, and especially the misunderstood spastic paralytic, are becoming the object of considerable study. Rehabilitation of the war injured should give us new insights and procedures which will be helpful. The cardiac needs full understanding. Little has been done with sex education.

A PROGRAM OF EFFECTIVE ACTION

These trends in the program of physical welfare of public school children are only briefly described—are fragmentary, but they do indicate a pattern of action. The pattern is essentially this:

1. The physical welfare program of the school must be based upon research in the areas of medical knowledge and educational procedure. The responsibility for reducing the lag between medical research and school practice rests upon school representatives who are in the medical profession and school administrators and teachers who co-operate reciprocally with them. Research in educational procedure should be initiated, performed, and interpreted by institutions of higher education, the State Department of Education, and local health educators. School administrators and teachers should co-operate with the same zeal

which is often shown toward reading, arithmetic, or the social studies.

2. Teacher-education programs should include a broad knowledge of health education as a science and its science background. They should provide for directed practice in the approved newer methods of developmental growth.
3. In-service education of teachers should from month to month include what is new and stress the most prevalent needs whether new or old. The central supervisory office staff must accept this responsibility.
4. The elementary school principal and the district superintendent have these specific responsibilities:
 - a. To be informed in regard to best practices.
 - b. To solicit the co-operation of the local physicians.
 - c. To promote conferences between his staff and members of the medical profession.
 - d. To screen intelligently his school for physical deviates and to plan a physical and educational program for each of them.
 - e. To conduct staff meetings on mental hygiene each year.
 - f. To require all teachers to be proficient in the elements of first aid.
 - g. To stimulate study in areas most frequently ignored; such as, developmental anatomical growth, allergies, vision, and hearing.
 - h. To provide playground apparatus conducive to proper physical development.
 - i. To survey the school environment periodically for safety and sanitation.
 - j. To lead the community into an appreciation of the importance of physical welfare and to seek action where needed.
 - k. To make every teacher aware of problems of illumination.

1. To promote concern with nutrition through classroom surveys of home meals, lunch analysis, correlation of school lunch with home food consumption, and other means.
- m. To provide good lunches.
- n. To provide instruction for his staff on the aspects of seeing and on defects of the eye and to create and maintain a school consciousness in regard to better vision.
5. To secure action when the welfare of an individual child is going by default because no one else has assumed responsibility.
6. Finally, to conceive of health education as involving not only good health practices but also an understanding of the reasons for these practices.

THE ARITHMETIC PROGRAM IN THE ELEMENTARY SCHOOL¹

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The best perspective for the future is revealed by surveying the trends of the past. One good way to glimpse the possibilities ahead for the elementary school arithmetic program is to look backward over the development of the years past. Much of that which has been held to be important will be revealed through textbooks which have been in use during these years. The content of arithmetic textbooks of any given period is indicative of that which was considered part of the general education of that period.

A review of arithmetic books indicates that in earlier years the school did not hold itself responsible for convincing the learner of the social usefulness of arithmetic. Measuring fields, sowing rows of seed, carpeting rooms, plastering walls were obvious social needs which undoubtedly required no explanation for boys and girls who saw these processes in operation in their daily living. Earlier textbooks suggest that the relatively simple agrarian life of the period opened its social panorama before children with consistency, persistency, and apparent demand. A single textbook which included practice in computation and a few practical problems seemed to be adequate for the demands of the time. The schoolmaster's task was to see that the pupils covered the contents of the book.

This early American heritage in arithmetic textbooks continued for many years. The last few decades of unprecedented scientific progress, however, has changed the social environment in which children are living. With this change there have been made some slight modifications in arithmetic textbooks, but not

¹ Adopted from a paper presented at a workshop session of the Conference of Elementary School Principals and District Superintendents of Schools in Sacramento, April 4-6, 1944.

sufficient changes to support the program which rapidly is developing.

Today the uses for arithmetic are more numerous and varied, and yet less obvious to the growing child. We have but to evaluate our experience of the last two years to be convinced of the difference in attitude on the part of young persons when learning is motivated. Any high school teacher of mathematics will testify to the increased application to mathematics by boys who are about to be inducted into the armed services. Particularly has this been true of those who wish to qualify for officer training. The influence of this motivation has been such that we have realized with concern the sharpened contrast in the quality of learning when young persons have purpose for learning and see the utility of what they are doing.

Simplicity of environment is a thing of the past. The limited program and materials of arithmetic should likewise be things of the past. As educators, we must gear our instructional program to objectives which will provide for consistency and persistency on the part of learners and yet provide these learners with the opportunities to see the relationship of their efforts to life in general.

↓ The understanding which children have for arithmetic will depend upon their intelligent use of arithmetic as well as their ability to compute carefully and accurately. Our clues, then, for arithmetic teaching in the elementary school of the future seem to come from two basic considerations, namely: how can we best relate arithmetic learning to children's direct and vicarious experiences, and how can we best help children to acquire understanding of the number system and a mastery of number facts and relationships.

If attention is focused on these two factors, or aspects of instruction in arithmetic, we shall employ procedures which will utilize all experiences which children are having in and out of school, and we will provide time and materials for teaching directly the facts and relationships of number. During the entire teaching day, we will be alert to the possibilities of help-

ing children relate their growing understanding of arithmetic to the problems of their environment, and in a regularly planned period, we will find it economical and practical to include time for initial presentation of facts and processes, time when children may test their understanding, and time when they may practice and be retaught if necessary.

THE PLACE OF ARITHMETIC IN THE SCHOOL PROGRAM

Conceived in this way, arithmetic becomes an integral part of the whole curriculum. Number and quantity relationships present themselves constantly in the child's activities in and out of school. Elementary school children naturally and eagerly explore their environment and seek answers to questions which arise. The teacher who is interested in the curiosity which children exhibit can make the classroom a veritable clearinghouse for the clarification of numerical concepts. For this aspect of arithmetic teaching, there is not a strictly designated place or time. Even the content must be selected informally. Planned classroom activities will include many situations which demand mathematical solution. The unplanned for and unpredictable interests of children may occasion much quantitative thinking. The alert teacher will utilize all possible opportunities for teaching arithmetic and stimulating its use and application.

Some excerpts from one teacher's account of how arithmetic learning was stimulated by problems arising in social studies will make the above contention specific. Speaking of children's arithmetic needs, this teacher writes:

. . . . Neil and George decided that they wished to study air routes throughout the world. Before many minutes had elapsed they had encountered definite needs for arithmetic. Their first inclination was to ask for the answer to their problem so they could proceed. This attempt on their part to use a 'crutch,' to gain the solution, gave the teacher the opportunity every teacher should find, in initiating a unit, to have the students appreciate the advantage of their overcoming these obstacles with a minimum amount of help from the teacher. The boys' first task was the measuring of paper for a map they planned to make so that they could illustrate the air

routes. They decided the map should be three by five feet. When they came to planning the margin for their map they wondered how wide it should be. This immediately brought up the subject of ratio with all the class participating. Before the discussion ended many other children pointed out how they were going to use ratio in their activities too. George and Neil volunteered too that they would need to use ratio very decidedly in figuring their scale of miles. At this point in the discussion Beth, another student who had chosen trains as her topic, stated that she could use ratio in figuring the drawings of steam engines she planned to make. It's hard to feel that those children who participated in that discussion are going to forget just what ratio means.¹

Marilyn and Jacqueline wanted to know more about communication and its development. They began with man's earliest known primitive communication and illustrated on a wall chart all the types of communication they could find. They decided to find how many years had elapsed between these various forms of communication. With but little help, they soon were subtracting the earlier date from the later date to arrive at these figures. It was easy then to point out to the class the impossibility of subtracting larger numbers from small numbers whether they be dates, money, or just numbers. While this may seem a simple process all youngsters should easily master, we still find students even beyond elementary school trying to do that impossible process. We feel our students will be better able to remember this fact because there was a felt need, on their part, in order to complete the task they had set for themselves.²

This same teacher concludes with this statement:

The clever teacher provides the most opportunities for the learning of arithmetic because he is constantly watching every activity for an avenue in which to direct his class into some constructive discussion of practical arithmetic. This opportunity may arise in any of the types of illustrations presented here or in dozens of others that are constantly present and need only a little direction to stimulate children's interest to a point where all else about the social studies program will be forgotten until a solution to the arithmetic questions has been reached.³

¹ Hugh Herrington, "Arithmetic in the Social Studies Program." An unpublished study, p. 2.

² *Ibid.*, p. 3.

³ *Ibid.*, p. 4.

Not all the effort which is required for the mastery of the facts of arithmetic can be expected of children when they are interested primarily in using arithmetic to get a needed solution to a related problem. Incidental and occasional use of a process will not insure mastery. A given use of a process may be indelibly fixed, but the number facts will not necessarily be dwelt upon with sufficient intensity to cause them to be learned to the place of ready recall.

There should be time in every school day for children to practice individually on number facts which they need to make their own. Although processes will be presented during this period, explained, and re-explained, much of the motivation for what the child is expected to do should come from the broad use of arithmetic as it relates and has been related to problems arising in other activities. This regularly designated time may be thought of as a study and work period, a testing period, and a period in which children prepare for the use of mathematical facts. A regular arithmetic period should bear somewhat the same relationship to the application and use of arithmetic that a directed reading study period bears to the use of reading as a means of getting information.

PLANNING INSTRUCTION IN ARITHMETIC

In an arithmetic program as suggested, the teacher will find it mandatory to secure a definite balance between the science of arithmetic and social arithmetic. Children's growth in the science of arithmetic can be measured by their increasing recognition of how the number system operates. Such recognition will depend upon the skill and consistency with which the teacher plans the directed study of number facts and the relationships of these facts. It will depend further upon the materials of instruction, their construction, and their use. A single arithmetic textbook cannot substitute for intelligent teaching and pertinent practice exercises at the point of need. Children within each classroom vary too much in their ability to master number facts and to comprehend number relationship to use

any one given arithmetic textbook without careful supplementation by the teacher's explanation and individual practice work.

Social arithmetic likewise requires wise guidance and deliberate selection of stimulating and provocative problems involving arithmetic which children have studied. Situational use of arithmetic will make clear to children why they need to master the facts of arithmetic and emphasize the social utility of arithmetic. Situational use of arithmetic, however, should not be substituted for study-practice arithmetic any more than the former should be permitted to constitute the entire arithmetic program.

Instruction in each area of learning will need advance planning on the part of the teacher if needs are to be anticipated and met with economy of time and of effort.

It is the teacher's responsibility to find and inject into the classroom environment such problems as will illustrate and give meaning and utility to the processes and operations of arithmetic. The originality of arithmetic teaching lies in the intriguing applications which are made. Number facts and relationships remain constant. It is their very constancy which we wish children to comprehend. However, constancy should not mean dullness and monotony in teaching. The situational uses of arithmetic should make arithmetic appealing and significant.

The teaching supplies and materials of arithmetic are important in a well planned instructional program. Children, as they meet a new problem, will profit by concrete illustration of the numerical aspects of the problem. The teacher should have at hand such objects as can be manipulated with enough ease to make them usable to illustrate what is involved in the problem. Counting, adding, subtracting, multiplying, dividing, measuring, computing costs and the relationships of denominative numbers and fractional parts will be understood better by most children if the symbolized relationships are demonstrated concretely in the initial learning stage.

Written problems should be within the learner's reading comprehension and for the most part within his own experience.

Interesting content in which number and numerical derivations are used will also add to an appreciation of arithmetic in a realistic sense.

Books and materials of instruction in arithmetic require as much if not more discriminating selection than do readers. Even the best teacher of arithmetic has to depend upon supporting materials. To meet the range of abilities within any given classroom, self-administering and instructive materials are necessary for the use of individuals and groups while the teacher instructs and aids other individuals.

THE SCHOOL'S RESPONSIBILITY TO PARENTS

Every school should have a well-defined instructional program in arithmetic. There should be developed a sequence of learning in arithmetic which is clear to teachers and which teachers can make known to parents. It is at this point that the school principal or district superintendent of schools finds his immediate responsibility to the arithmetic program. Having participated with teachers in the setting up of the program, in securing materials, and in seeing that children have an opportunity to progress through the sequential steps of the program, it is the principal's duty to interpret both the program and individual children's progress therein.

To send home with the children the arithmetic textbook and by so doing indicate that within the covers of a single book is encompassed all the learning that a child should be acquiring is to "short circuit" the complexity of arithmetic teaching. Comprehension of number relationships and recognition of the social utility of arithmetic are not developed without skillful and planned instruction. Parents need to know as well as do educators that arithmetic like other social skills finds its application today in a complex social world, the very complexity of which may obscure what has to be learned and how that which is learned may be applied.

AN EXPERIMENT IN CO-OPERATION BETWEEN A COUNTY LIBRARY AND THE ELEMENTARY SCHOOLS

HARRIET S. DAVIDS, *Librarian, Kings County Free Library*

This is a story of school and library co-operation in the development of the unit method of teaching in one small California county. Efforts at first were only tentative. Then, as a result of experience, teacher after teacher became interested and co-operative, until finally all the elementary schools of the county were working as a matter of course on various units.

When it was proposed to introduce this method into the schools of the county, the county librarian began to consider how the change might affect the library service to the schools. At various library meetings the subject was discussed from all aspects. Librarians in other counties had been faced without warning with a demand for school reading material in connection with unit projects which threatened to disrupt and disorganize their entire juvenile service, and were more than concerned about the situation. Could the Kings County Library with its small staff weather such a storm? The concern proved to be groundless, for the growth of the unit system locally proved to be gradual; and adequate warning and thoughtful consideration for the library's problems made the change not only painless but actually a pleasant adventure.

At first, material was sent only to those teachers who took the initiative and requested it. The usual books and pictures on Indians, Eskimos, life in Holland, and so forth, were carefully assembled. As the office of the county superintendent of schools had been presented with an interesting display illustrating the life of the silkworm, considerable material on China and Japan was gathered to accompany this display as it moved

from school to school. The experiment was such a success that more conservative teachers were interested, and county-wide units on shelter and transportation were introduced. Later a list of several units for each grade was included in the course of study manual, teachers were recommended to use at least one unit each semester, and the new system was actually launched.

Last year the seventh and eighth grades worked on a unit, America and World Neighbors. The unit had eight subdivisions, titled:

1. How America became a land of opportunity
2. Birth of the American nation
3. Freedom in America and the making of American citizens
4. How the West was won; Our outlying possessions
5. Freedom for all America (Civil War)
6. America's part in the world's struggle for freedom (World War I)
7. How North and South America have become sister countries through travel and trade
8. Beauty in American life (arts, inventions, use of leisure, national parks, conservation)

Six subdivisions were finished last year and the seventh was carried over into a second year so that all the schools in the county might have an opportunity to work on it. The eighth subdivision has not yet been commenced.

Fortunately not all the schools in the county work on the same unit simultaneously. Approximately 50 per cent of the schools are working on the North and South America Good Neighbor unit, while the others study California and Kings County. At the end of the semester books and other material will be returned to the library and an exchange effected.

This exchange does not mean that the complete set of books returned by one school is sent on to the next one. There are no rigid sets of unit material. The schools vary, and each collection sent out is carefully selected to suit the needs of the particular school to which it goes. One advantage of working in a small

county is that the library staff comes to know individual schools, teachers, and often, individual pupils, and so, to misapply Gilbert and Sullivan, is able to "make the punishment fit the crime." This semiannual exchange of books is in the tradition of the county library of having all school material in constant use, rather than stored on crowded shelves awaiting a requisition. Unit material as well as blocks of texts are constantly in use, the exchange system enabling a comparatively small collection to serve as efficiently as would a much larger one under less favorable conditions.

For years books for recreational reading had been supplied to schools from the juvenile collection of the general library. But as time went on, new teachers fresh from training college, and older teachers who had had work in children's reading at summer school made demands on the library that had to be met. Should a new book, perhaps the library's only copy, be lent for six months or a year to a school where it would be available to a limited number of children while a community branch library, with many more juvenile patrons, was deprived of an opportunity to circulate it? Should school library books be purchased with school library funds? After conferences with the county superintendent of schools, the rural school supervisor, and the members of the county board of education, a new policy of buying pleasure reading books regularly for schools with school library funds was approved; and for several years a sum of from \$300 to \$400 has been budgeted, annually for this purpose. At first, purchases were restricted to standard juvenile selections; but when the unit plan was adopted, books for the school pleasure reading collection were largely selected because of their bearing on the units then in use. All books in the school collection are plainly marked "SC" and are sent only to schools. Schools continue to receive many books from the general juvenile collection; but as the school collection grows it becomes more adequate, and the library general collection of juvenile books is drawn upon less and less, though it will always continue to be available.

When in the summer of 1942 the rural school supervisor announced the ambitious new county-wide unit system, the county library was given ample notice as well as funds to build up a collection of books bearing on the topics to be studied. "Get good and attractive books," advised the rural school supervisor. "Get interesting juvenile literature with bright illustrations. It is best to avoid the textbook type. The textbook collection supplies enough of that."

The school supervisor had already carefully analyzed books in the textbook collection, and included a bibliography after each unit section in the county course of study manual. The library added a list of books in its juvenile collection. Fortified with the *Children's Catalog*,¹ Rue's subject indexes,² various California and United States Office of Education bulletins on children's reading, and other lists, supplied by the office of the county superintendent of schools, the county librarian analyzed the entire juvenile collection, both school and general. In consultation with the school librarian, the school collection was then built up until sufficient material on each subunit had been acquired and bibliographies made. A list of books on each topic was posted in the schools so that enterprising teachers might enrich the book collection sent them by requesting special extra material.

The school collection of pleasure reading was by this policy built up to cover amply all units adopted; and since 1942 books have been selected not essentially as suitable for work with units, but as good reading for children. This plan has enabled the library to buy more of the easy first-steps-in-reading books which primary teachers demand in quantities. Probably there will never be enough of these books to satisfy the demand, but at least we have been able to enlarge that collection in both quantity and variety. Incidentally, the primary reading supervisor for elementary schools has been much interested in the growth of this

¹ *Children's Catalog*. Compiled by Siri Andrews, Dorothy E. Cook, and Agnes Cowing. New York: H. W. Wilson Co., 1941 (sixth edition, revised).

² *Subject Index to Books for Primary Grades*, 1943 (revised); *Subject Index to Books for Intermediate Grades*, 1940; *Subject Index to Books for Intermediate Grades, First Supplement*, 1943; compiled by Eloise Rue. Chicago: American Library Association.

section of the "SC" books, and has seen to it that numerous small blocks of primers and preprimers have supplemented it.

There are three schools in the county to which the county library does not send pleasure reading since in each instance a community branch library is so near each school that children, either individually or in groups, go directly to it not only for recreational reading, but for unit material as well. The unit reading sent each branch was shelved separately so that children could go immediately to the books needed for their school work. The custodians of all branch libraries were informed about the units the schools were using in order that they might anticipate probable demands for extra reading on the subject. During Children's Book Week the usual exhibits of new books for children at all branch libraries were tied in with the study of America and World Neighbors. Bright little silk or paper flags of South American countries and the United Nations were used with the display of new books.

The picture collection of the County Library was of considerable aid in supplying material for work on the units particularly the several sets of Ferris historical picture reproductions, and some movie stills. Representative Sol Bloom, Director of the George Washington Bicentennial Committee, had supplied ample pictorial material on Washington and the Revolutionary War period. Fortunately the picture file of the library had from the first been assigned subject headings with the needs of the schools in mind. A collection of modern stereographs and several new stereoscopes are available, but, for some reason, have never been popular with the teachers. Last year money was budgeted for new visual material to illustrate the units now being used. As there is no supervisor of visual education in this county, the rural school supervisor selected the material and supervises its distribution and use directly from his office. The library's part is to do the ordering and to see that the bills are paid. The school music supervisor has to some degree co-ordinated some of her work with the units, and the school music collection has many recordings of pioneer songs and South American

music, and some of the sheet music for the glee club can also be used appropriately to illustrate pioneer days or life among our neighbors.

It has already been noted that this year approximately 50 per cent of the schools are working on the North and South America Neighbors unit, while the other half studies California and Kings County. For years the library dreaded the anticipated study of Kings County. Material was scarce. Local histories are usually subscription books, expensive in the beginning and virtually unobtainable later. They were too bulky, too valuable, and of course all too few to allow indiscriminate school use. Chamber of Commerce leaflets seemed almost all that could be found. Compared with many California counties, Kings County has no spectacular or romantic past. Nothing really dramatic or outstanding, save the Mussel Slough tragedy, ever happened here, and material on local history is difficult to find. Finally, the librarian approached the county superintendent of schools with an idea for solving the problem. A local high school teacher, James L. Brown, was known to be much interested in San Joaquin Valley history. He had the data and he could write. If he could be persuaded to write a brief history of the county, at a seventh-grade level, could the county superintendent and the County Librarian publish it jointly? The idea was favorably received, Mr. Brown proved willing, and as a result he took the early summer to write his book. Both county departments budgeted for its printing, and that autumn the volume was ready for use in connection with the county history project. The author subsequently rewrote the book, enlarging it and including more material, and a clothbound volume appeared in the fall of 1941 to take the place of the first edition. With the help of a local printer, Mr. Brown financed the publication of the second edition of the book. There was considerable local demand for it in addition to the large library purchase, and the author was able to sell almost the entire edition, and realized a profit.

And that is just about all the story. Use of units of study started as a cautious experiment, grew slowly and steadily, and is now a recognized and popular method. No one was forced to do anything and so no opposition was aroused, no grievances engendered. The fact that library and schools *worked together* on popularizing study by units has made for both efficiency and good feeling. The library had ample warning that units were to be introduced and was assigned sufficient funds to build up book collections which could be used in the units selected. There was no last-minute announcement, with the library unprepared for a sudden change. Consultation between the office of the county superintendent of schools and the county library was always easy, always profitable. Schools adopted units gradually; in fact it was only last year, 1942-43 that the whole county was assigned specific units of study. The schools have had time to grow accustomed to the new theory, the library to prepare for the new demands. This way of doing things probably is not perfect, but it is functioning smoothly to the satisfaction of the schools, school supervisors, and the library.

THE TEACHER'S REPERTOIRE AS AN INFLUENCE IN THE SCHOOL OF EARLY CHILDHOOD

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Just as the best extemporaneous talks are those which have been well planned in advance, so also apparently incidental experiences in the classroom are often carefully premeditated by the teacher. The public speaker draws from his background of thoughts and life philosophy to make his "impromptu" words apply to the situation at hand; and, in a similar manner the teacher calls upon her knowledge of literary gems, biography, and music, to enrich the moment for the children. The speaker deeply impresses his listeners because his words are immediately applicable to the occasion, and likewise the teacher may make an indelible impression on the minds of her children in the early years through her careful choice of directly appropriate poetry, song and story.

In periods of national anxiety, just as in times of unrest and uncertainty, it becomes more important than ever that a deep appreciation for music, art and literature be developed among our citizens as a whole. The strain of insecurity may be counterbalanced by the release possible through active enjoyment of the arts. The teacher who encourages her children to associate poetic, literary, and musical expression with every day life experiences is building in her boys and girls a bulwark against difficult times. Fundamental attitudes and appreciations are begun in the early years. Young children can be led to greater sensitivity toward poetry and song through spontaneous encounters with both the familiar and the new, if these be brought in throughout the day wherever they seem to fit the spirit of the

occasion. It is a generally accepted fact that the moment of paying homage to the country's flag is heightened by a patriotic song or poem. Likewise the uncovering of an interesting piece of information by the children or the welcome of a new discovery in nature is cause for the type of rejoicing that may be tangibly expressed through an impressive piece of poetry or thoughtfully selected musical composition.

Less dramatic interludes have their claim on the arts, as well. Any teacher may share with her children a repertoire of story, poetry, and bits of philosophy as well as interesting morsels from life experiences, if she has these at her tongue's tip. Carefully chosen songs and portions of musical selections make the teacher's repertoire an important contribution to the curriculum. Wisely used, this repertoire may foster not only esthetic appreciation but creative expression on the part of the children whose heritage it is.

SUGGESTIONS FOR BUILDING THE TEACHER'S REPERTOIRE

Early in the teacher's career she may begin to lay the foundation of her repertoire, though every day may be a fresh beginning and no week will pass by but what new additions are discovered. Any notebook or file will do for a depository, as the chief essential is a brave heart and an undaunted enthusiasm for things both practical and beautiful. A scrap here, a bit there, from the radio, lecture hall, or from some favorite book or periodical, may bring just the beam of light needed to brighten a difficult day a few weeks hence. Sidetracked into a drawer or under a desk blotter such gems may be lost to a whole generation of children. On the other hand if carefully filed in the teacher's notebook and stowed away in her memory a literary jewel may find its way into the classroom through the lips of that teacher and bring joy years hence to the heart of some governor, truck driver, or broker, as a remembered treasure from early school days.

Many teachers in service, as well as students in training, place great emphasis on the building of an appropriate, memo-

ritized repertoire of well chosen stories, poems, action plays, songs and musical compositions. Good sources for these are not difficult to discover. Judgment may readily be developed in evaluating each item according to standards of excellence, appropriateness, and appeal to children. Ways of memorizing and recalling selections to mind as needed in the classroom are important considerations. Each student majoring in early childhood education at Santa Barbara in her junior year masters a personally chosen group of poems, stories, action plays, songs and musical compositions, looking forward to the days when she will be "on her own" as a full-fledged teacher. Each girl files a brief draft of these on 4 x 6 cards, but no item goes into the file until it has become thoroughly familiar to the collector who makes practical use of it in her work with the children in the various levels of the school of early childhood.

ORIGINAL STORIES AND POEMS

To strengthen her knowledge of her own repertoire, each girl works with one or two others with whom she shares the experience of going through the cards and making sure each can be presented from memory. These girls also learn the art of storytelling and of making their own stories to fit the immediate needs of the classroom. The ability to create a story out of the elements at hand—a story that fits in with the children's thinking and appeals to their immediate interests, coupled with the ability to present a memorized repertoire at appropriate moments, rounds out the teacher's command of things spontaneous.

The student with this background enters her first teaching assignment well prepared not only to bring to the children a wealth of incidental esthetic experiences but also equipped with a knowledge of how to use, broaden, and strengthen this type of personal teaching equipment.

The girls themselves recognize the value of being thoroughly familiar with specific selections. Graduates in teaching positions send word back to those still in training that this repertoire and the art of knowing how to develop and use it in the

classroom, proves to be one of their most valuable assets as teachers.

In addition to these memorized materials represented in her card file, each girl enters her teaching with an illustrated scrap notebook of her own original stories and collected poems to which she is prepared to add the creative expressions of the children, either verbal or vocal. These may be choice bits from conversations, and spontaneous chants and rhythmic phrases, or, depending on the maturity of the children, planned stories and poems, and consciously created songs and rhythms.

CHILDREN'S REPERTOIRE INCREASED BY INCIDENTAL LEARNING

One of the by-products of the spontaneous use of a well-selected repertoire by the teacher is that the boys and girls soon come to associate verbal or vocal expression with moments of delight, triumph or intense interest, in the day's activities. Children in the school of early childhood quickly learn a poem or song which has been introduced at a time when it is particularly apropos, and take delight in adding it to their permanent repertoire. They readily absorb a whole poem or song heard in an appropriate setting in the same manner that they gain command of the new words and the sentence structure used in meaningful conversation within their hearing.

GROWTH IN CHILDREN'S POWER OF EXPRESSION

Another by-product of spontaneously used repertoire is the growing tendency on the part of the children to recreate, in their own words, expressions of their spontaneous appreciations throughout the day. Not only do they speak the poem or sing the song as they have heard it because they are able to imitate it glibly without difficulty, but because it is expressive of a quality of feeling and thought. If the poem or song has been to them more than a parrot-like repetition of its words, they will gain the realization that words and melodies, no matter whether their own or some one else's, can express the thoughts and feelings that are

theirs. Many spontaneous creative expressions as well as consciously invented verses and songs give proof of the children's growing command of language and music as a medium of expression.

SUMMARY STATEMENT

The teacher's judicious use of a well chosen memorized repertoire throughout the school day increases the young child's appreciation for literature and music, develops his awareness of esthetic values, centers his attention on meanings, and exerts a strong influence on his own command of language and music as a means of expression. The acquisition of an adequate repertoire requires patience on the part of the teacher, together with enthusiasm, vision and effort as well as good judgment and sensitivity to child needs, but proves well worth the expenditure of time and energy. The children's expanding interest in things lovely and their growing ability to associate appropriate artistic expression with life experiences, their joy in using the poems and songs learned through such associations, and their eagerness to employ words and melodies as a medium for sharing their thoughts and feelings with their associates—these in themselves are reward enough for the teacher who recognizes child development as the purpose and goal of education. In addition to this there is the satisfaction of knowing that her efforts are in some measure contributing to the development of inner resourcefulness among the future citizens of the nation.

INDEX TO VOLUME XII

AUTHORS

ARMSTRONG, HUBERT C. The Place of Vocabulary in Mathematics. May 200-206.

BAXTER, BERNICE. The Arithmetic Program in the Elementary School. May, 233-39.

BEAN, MINNIE D. Beliefs and Understandings Underlying the Social Studies and Science. November, 117-24.

COX, GEORGE J. Art Education for the Postwar World. August, 36-45.

DAUSTIN, HELEN. Bettering Inter-American Relations in One Small Elementary School. November, 107-11.

DAVIDS, HARRIET S. An Experiment in Co-operation Between a County Library and the Elementary Schools. May, 240-46.

DUNCAN, CARL D. Conservation, in War and in the Peace to Come. February, 137-45.

ESSER, EDWARD S. Teacher Induction: A First Step in In-Service Training. February, 172-79.

GRIFFITHS, CIWA. New Services for the Hard-of-Hearing Child. May, 207-13.

HEFFERNAN, HELEN. Correspondence With British Children. August, 46-54.

HEFFERNAN, HELEN. Pioneering in Child-Care Services. February, 161-71.

HEFFERNAN, HELEN. School Teachers Carry on in Wartime England. November, 112-24.

ISLE, WALTER W. Home Front Educational Opportunities for the Elementary School. August, 28-35.

JEIDY, PAULINE. Reactions of Children of Different Age Levels to the War and Their Implications for Teachers. August, 12-21.

LEONARD, EDITH M. *A Little Child Shall Lead Them*. November, 125-28.

LEONARD, EDITH M. *The Teacher's Repertoire as an Influence in the School of Early Childhood*. May, 247-51.

MADDEN, RICHARD. *Physical Welfare of the Elementary School Child*. May, 221-32.

MURRAY, EARL. *In-Service Training of Teachers*. February, 180-86.

NEWTON, ELDA MILLS. *Blueprint for Tomorrow: Report of the 1943 Conference on Direction and Improvement of Instruction and on Child Welfare*. November, 82-92.

READ, HELEN SUE. *Trends in the Social Studies-Science Program in the Kindergarten and Primary Grades*. August, 55-64.

ROBERTS, HOLLAND D. *Teaching Speech and Writing for Significant Living*. May, 214-20.

RUBSAMEN, WALTER H. *The Place of Music in Postwar Elementary Education*. August, 22-27.

SELLERY, C. MORLEY. *Physical Well-Being in the World at War*. November, 93-97.

VAN DEMAN, DOROTHY D. *A Little Child Shall Lead Them*. November, 125-28.

VAN DEMAN, DOROTHY D. *The Teacher's Repertoire as an Influence in the School of Early Childhood*. May, 247-51.

WAGONER, LOUISA C. *Care of Two- to Five-Year-Olds in Child-Care Centers*. November, 98-106.

ARTICLES

Arithmetic Program in the Elementary School. Bernice Baxter. May, 233-39.

Art Education for the Postwar World. George J. Cox. August, 36-45.

Audio-Visual Aids in Education. February, 146-60.

Child-Care Centers, Care of Two- to Five-Year-Olds in. Louisa C. Wagoner. November, 98-106.

Child-Care Services, Pioneering in. Helen Heffernan. February, 161-71.

Children's Reactions to War and the Implications for Teachers. Pauline Jeidy. August, 12-21.

Conservation, in War and in the Peace to Come. Carl D. Duncan. February, 137-45.

Correspondence with British Children. Helen Heffernan. August, 46-54.

County Library and the Elementary Schools, An Experiment in Co-operation Between. Harriet S. Davids. May, 240-46.

Elementary Education, Postwar, the Place of Music in. Walter H. Rubsamen. August, 22-27.

Elementary School Child, Physical Welfare of. Richard Madden. May, 221-32.

Elementary School, Home Front Educational Opportunities for. Walter W. Isle. August, 28-35.

The Hard-of-Hearing Child, New Service for. Ciwa Griffiths. May, 207-13.

In-Service Training of Teachers. Earl Murray. February, 180-86.

In-Service Training, Teacher Induction First Step in. Edward S. Esser. February, 172-79.

Inter-American Relations, Bettering in One Small Elementary School. Helen Daustine. November, 107-11.

A Little Child Shall Lead Them. Edith M. Leonard and Dorothy D. Van Deman. November, 125-28.

Mathematics, the Place of Vocabulary in. Hubert C. Armstrong. May, 200-206.

Music, the Place in Postwar Elementary Education. Walter H. Rubsamen. August, 22-27.

Physical Well-Being in a World at War. C. Morley Sellery, M.D. November, 93-97.

Radio Listing Service. February, 187-92.

Report of the 1943 Conference on Direction and Improvement of Instruction and on Child Welfare: Blueprint for Tomorrow. Elda Mills Newton. November, 82-92.

Resolutions, California School Supervisors Association. November, 72-81.

School Teachers Carry on in Wartime England. Helen Heffernan. November, 112-24.

Social Studies and Science Program, Beliefs and Understandings Underlying. Minnie D. Bean. November, 117-24.

Social Studies-Science Program in the Kindergarten and Primary Grades, Trends in. Helen Sue Read. August, 55-64.

Speech and Writing, Teaching for Significant Living. Holland D. Roberts. May 214-20.

The Teachers Repertoire as an Influence in the School of Early Childhood. Edith M. Leonard and Dorothy Van Deman. May, 247-51.

Vocabulary, the Place of in Mathematics. Hubert C. Armstrong. May, 200-206.

NEWS NOTES

Air Manual, American School of the Air. November, 71.

Appointments to State Curriculum Commission. February, 129.

Aviation, Teacher's Kit of. November, 67.

Books for Intermediate Grades, Index Supplement for. May, 198-99.

Children and the War Series, New Publications in. August, 34.

China, Santa Monica Schools Project on. February, 134-35.

Chinese and General Far Eastern Studies at Mills College. May, 195.

Commission on Teacher Education, Statement of Purposes of. May, 193-94.

Conference of Education Directors of the American Republics, Summary of Actions of. February, 130-2.

Education and National Defense Pamphlet of Interest to Elementary Schools. August, 3.

Educational Policies Commission, Publications of. August, 1-2.

Elementary Education, Bibliography in. August, 5.

Elementary Education, List of Information Related to. August, 10.

Elementary School Principals' Association, California, Yearbook of. November, 65.

Far East, List of Materials on for Teachers. November, 68.

Handwriting, Adoption of Teacher's Manual in. February, 132.

Hygiene of Reproduction, Publication on. August, 4.

Lighting California. November, 67.

Phi Lambda Theta, Educational Research Award. November, 71.

Preschool Children, Reference Kit for Teachers of. August, 10-11.

Publications of Interest to Teachers. February, 133. May 197-98.

Public Schools, Some Effects of War on. May, 196.

School Broadcast Study, Pamphlets in. August, 9.

School Transportation, Handbook on. August, 8.

Small Coins, Schools Join Effort to Return to Circulation. February, 132.

State Board of Education, Actions of. May, 193.

Summer Session Events at University of California. May, 194-5.

Teachers, Citations to, for Distinguished War Service. November, 68.

Teachers, Publications for. November, 69.

Teeth, Pamphlet on Care of. May, 196.

Textbooks, Adoption of Language. August, 1.

Use of Motion Pictures in Schools, Grant for Research on. February, 134.

United States Office of Education, Free Loan Packets from. August, 5-8.

War Films and Children, Survey of Opinion on. November, 71.

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